



OFFICE OF ADMINISTRATION
DIVISION OF PURCHASING (PURCHASING)
REQUEST FOR PROPOSAL (RFP)

SOLICITATION/OPPORTUNITY (OPP) NO.: RFPS30034901600477 REQ NO.: NR 300

30006000002

TITLE: Alternatives to Abortion Program Services
ISSUE DATE: 2/17/16

BUYER: Julie Kleffner
PHONE NO.: (573) 751-7656
E-MAIL: Julie.Kleffner@oa.mo.gov

RETURN PROPOSAL NO LATER THAN: March 29, 2016 AT 2:00 PM CENTRAL TIME (END DATE)

VENDORS ARE ENCOURAGED TO RESPOND ELECTRONICALLY THROUGH [HTTPS://MISSOURIBUYS.MO.GOV](https://missouribuys.mo.gov) BUT MAY RESPOND BY HARD COPY (See Mailing Instructions Below)

MAILING INSTRUCTIONS: Print or type Solicitation/OPP Number and End Date on the lower left hand corner of the envelope or package. Delivered sealed proposals must be in the Purchasing office (301 W High Street, Room 630) by the return date and time.

RETURN PROPOSAL TO: (U.S. Mail) PURCHASING PO BOX 809 JEFFERSON CITY MO 65102-0809 or (Courier Service) PURCHASING 301 WEST HIGH STREET, RM 630 JEFFERSON CITY MO 65101-1517

CONTRACT PERIOD: Effective Date of Contract through May 31, 2017

DELIVER SUPPLIES/SERVICES FOB (Free On Board) DESTINATION TO THE FOLLOWING ADDRESS:

Office of Administration
Commissioner's Office
State Capitol Building, Room 125
Jefferson City MO 65101

The vendor hereby declares understanding, agreement and certification of compliance to provide the items and/or services, at the prices quoted, in accordance with all requirements and specifications contained herein and the Terms and Conditions Request for Proposal (Revised 10/19/15). The vendor further agrees that the language of this RFP shall govern in the event of a conflict with his/her proposal. The vendor further agrees that upon receipt of an authorized purchase order from the Division of Purchasing or when a Notice of Award is signed and issued by an authorized official of the State of Missouri, a binding contract shall exist between the vendor and the State of Missouri.

SIGNATURE REQUIRED

DOING BUSINESS AS (DBA) NAME The LIGHT House, Inc.	LEGAL NAME OF ENTITY/INDIVIDUAL FILED WITH IRS FOR THIS TAX ID NO. The LIGHT House, Inc.
MAILING ADDRESS PO Box 22553 CITY, STATE, ZIP CODE Kansas City, MO 64113	IRS FORM 1099 MAILING ADDRESS PO Box 22553 CITY, STATE, ZIP CODE Kansas City, MO 64113

CONTACT PERSON Russell L. Martin		EMAIL ADDRESS RussellM.Lighthouse@mbch.org	
PHONE NUMBER 816-361-2233		FAX NUMBER	
TAXPAYER ID NUMBER (TIN) 3 48-1569525	TAXPAYER ID (TIN) TYPE (CHECK ONE) <input checked="" type="checkbox"/> X FEIN <input type="checkbox"/> SSN		VENDOR NUMBER (IF KNOWN)
VENDOR TAX FILING TYPE WITH IRS (CHECK ONE) <input type="checkbox"/> Corporation <input type="checkbox"/> Individual <input type="checkbox"/> State/Local Government <input type="checkbox"/> Partnership <input type="checkbox"/> Sole Proprietor <input checked="" type="checkbox"/> X IRS Tax-Exempt			
AUTHORIZED SIGNATURE 		DATE March 21, 2016	
PRINTED NAME Russell L. Martin		TITLE President	

Alternatives to Abortion

Solicitation/Opportunity no.: RFPS30034901600477

Req. No.: NR 300 30006000002

Submitted by: The LIGHT House, Inc.

Return Date No Later Than: March 29, 2019

PRICING PAGE, continued

GEOGRAPHIC REGION 3		
Item #	Description	Pricing
PROFESSIONAL CASE MANAGEMENT		
29	Face-to-Face Professional Case Management	\$ <u>20</u> firm, fixed price per hour
30	Home Visit Professional Case Management	\$ _____ firm, fixed price per hour
31	Non Face-to-Face Professional Case Management	\$ <u>20</u> firm, fixed price per hour
NON-PROFESSIONAL CASE MANAGEMENT		
32	Face-to-Face Non-Professional Case Management	\$ <u>15</u> firm, fixed price per hour
33	Home Visit Non-Professional Case Management	\$ _____ firm, fixed price per hour
34	Non Face-to-Face Non-Professional Case Management	\$ <u>15</u> firm, fixed price per hour
PRENATAL PARENT EDUCATION AND PARENTING SKILLS TRAINING		
35	Prenatal Parent Education and Parenting Skills Training/Classes, per individual client	\$ <u>25</u> firm, fixed price per hour, per client
36	Prenatal Parent Education and Parenting Skills Training/Classes, more than one client in a group setting	\$ <u>125</u> firm, fixed price per hour, per group
ESTABLISHING AND PROMOTING RESPONSIBLE PATERNITY TRAINING		
37	Establishing and Promoting Responsible Paternity Training/Classes, per individual client	\$ _____ firm, fixed price per hour, per client
38	Establishing and Promoting Responsible Paternity Training/Classes, more than one client in a group setting	\$ _____ firm, fixed price per hour, per group
HOUSING		
39	Residential Care	\$ <u>100</u> firm, fixed price per day (maximum \$100)
40	Emergency Shelter Housing	\$ _____ firm, fixed price per day (maximum \$60)
41	Housing Assistance	\$ _____ guaranteed not-to-exceed price per client, per month (maximum \$600)
ADMINISTRATIVE COST		
42	Administrative Cost	<u>8</u> % firm, fixed percentage (maximum 8%)

EXHIBIT A

CERTIFICATION REGARDING COMPLIANCE WITH SECTION 188.325, RSMO

Regarding performing, inducing, or assisting in the performing or inducing of or referring for abortions

The vendor certifies, by submission of the proposal and by signing below, that the vendor is not an organization, or an affiliate of organizations, that "perform or induce, assist in the performing or inducing of or refer for abortions".

Russell L. Martin, President

Name and Title of Authorized Representative



Signature

February 23, 2016

Date

EXHIBIT B

VENDOR INFORMATION

The vendor should provide the following information about the vendor's organization:

1. Provide a brief company history, including the founding date and number of years in business as currently constituted.

The LIGHT House was founded in Kansas City, Missouri in 1985. We have continuously provided services for women experiencing unplanned pregnancy for over 30 years. All of the young ladies we serve have chosen LIFE for their unborn baby.

2. Describe the nature of the vendor's business, type of services performed, etc. Identify the vendor's website address, if any.

The LIGHT House provides programing in the following three areas:

Maternity Home (licensed by the Missouri Department of Social Services Children's Division. Originally located in the former convent at Meyer and Paseo, the maternity home was moved to a restored 1920's house in midtown Kansas City, Missouri in the mid 1990's. Currently we are licensed to provide 365/24/7 residential services for a maximum of 14 clients. Our maternity home accommodates young ladies who chose to parent their child as well as those who have chosen adoption for their unborn baby.

Adoption Agency (licensed by the Missouri Department of Social Services Children's Division. Our adoption agency is operated out of our administrative offices located at 400 West Meyer Boulevard in Kansas City, Missouri. While the majority of adoptive couples are from the Kansas City metro area, we work with prospective adoptive families throughout the country. Our adoption agency works with birth mothers who deliver their children in the state of Missouri. These birth mothers may either be housed in the maternity home or in the community.

Educational Parenting Outreach/Baby Boutique: Our outreach program meets weekly and includes parenting education on a variety of topics. The mothers earn "points" for participation which are used for shopping in our baby boutique. The boutique is stocked with donated items such as formula, diapers, clothing, toiletries and various furnishing accessories.

Our website: www.lighthousekc.org

3. Provide a list of and a short summary of information regarding the vendor's current contracts for similar services.

N/A

3. List, identify, and provide reasons for each contract/client gained and lost in the past two (2) years.

Over the last two years we have received A2A funding, to include any excess funding made available by the state.

5. In the table below, indicate if the vendor is a not-for-profit entity that promotes one or more of the following four (4) purposes established by Congress under 42 U.S.C. Section 601 of the Personal

Responsibility and Work Opportunity Reconciliation Act of 1996. If a not-for-profit entity, describe past experience relative to the four (4) purposes.

Not-for-profit entity that promotes one or more of the following (4) purposes: <input checked="" type="checkbox"/> YES <input type="checkbox"/> NO	
Purposes Identify specific information about experience:	Clearly identify and describe the experience
Providing assistance to needy families so that children may be cared for in their own homes or in the homes of relatives	Clients receive information on nurturing parenting skills.
Ending the dependence of needy parents on government benefits by promoting job preparation, work, and marriage	LIGHT House clients receive support related to job skill training and formal education. Additionally, we provide education on healthy relationship and boundaries.
Preventing and reducing the incidence of out-of-wedlock pregnancies and establish annual numerical goals for preventing and reducing the incidence of these pregnancies	
Encouraging the formation and maintenance of two-parent families	Clients receive education related to healthy relationships and sexuality within the confines of relationships established under biblical principles.

6. Describe the structure of the organization including any board of directors, partners, top departmental management, corporate organization, corporate trade affiliations, any parent/subsidiary affiliations with other firms, etc.

The LIGHT House is a 501(c)(3) nonprofit organization. Governed by a board which currently consists of six board members. The agency is managed by the Program Director, who reports directly to the President and Board Members. The LIGHT House is an affiliate under the MBCH Children and Family Ministries.

7. Provide a list summarizing any pending or final legal proceedings involving you or your company that took place in any court of law, administrative tribunal or alternative dispute resolution process that was filed, settled or gone to final judgment within the last three (3) years. The summary need not disclose confidential information of a disputed allegation of fact or law, but must contain the allegations made and/or contested or findings of the court of law, tribunal or dispute resolution process. Failure to provide a full and accurate summary of legal proceedings may result in rejection of the proposal or termination of any subsequent contract.

A former employee filed an EEOC complaint in Fall, 2010, claiming discrimination based upon gender and religion. The case was settled for an undisclosed amount in 2015.

EXHIBIT CCERTIFICATION REGARDING EXEMPTION FROM INCOME TAXATION

The vendor certifies, by submission of the proposal and by signing below, that the vendor is "exempt from income taxation pursuant to the United States Internal Revenue Code".

Russell L. Martin, President

Name and Title of Authorized Representative



Signature

February 23, 2016

Date

EXHIBIT D

CURRENT/PRIOR EXPERIENCE

The vendor should copy and complete this form documenting the vendor and subcontractor's current/prior experience considered relevant to the services required herein. In addition, the vendor is advised that if the contact person listed for verification of services is unable to be reached during the evaluation, the listed experience may not be considered.

Vendor Name or Subcontractor Name: The LIGHT House (if reference is for a Subcontractor):	
Reference Information (Current/Prior Services Performed For:)	
Name of Reference Company/Client:	Commissioner's Office, Office of Administration
Address of Reference Company/Client:	State Capitol Building, Room 125, Jefferson City, MO 65101
Reference Contact Person Name, Phone #, and E-mail Address:	Emily Kraft, Phone: (573) 751-8502, Emily.Kraft@oa.mo.gov
Title/Name of Service/Contract	Alternatives to Abortion Program
Dates of Service/Contract:	Amended Contract Period July 1, 2015 through June 30, 2016
If service/contract has terminated, specify reason:	
Size of Service such as: ✓ Number of Individuals Being Served ✓ Total Annual Value/Volume	8 individuals served between July 1, 2015 and March 1, 2016
Size of Service/Contract (in terms of vendor's total amount of business)	Approximately 18% of the annual revenue
Description of Services Performed, such as: ✓ Population Served ✓ Type of Services Performed ✓ Geographic Area Served ✓ Vendor's specific duties and strategic objective	As described throughout the immediate RFP
Personnel Assigned to Service/Contract (include position title):	Russell Martin, President

EXHIBIT D

CURRENT/PRIOR EXPERIENCE

The vendor should copy and complete this form documenting the vendor and subcontractor's current/prior experience considered relevant to the services required herein. In addition, the vendor is advised that if the contact person listed for verification of services is unable to be reached during the evaluation, the listed experience may not be considered.

Vendor Name or Subcontractor Name: The LIGHT House (if reference is for a Subcontractor):	
Reference Information (Current/Prior Services Performed For:)	
Name of Reference Company/Client:	Missouri Department of Social Services- Children's Division
Address of Reference Company/Client:	205 Jefferson Street, Jefferson City, MO 65103
Reference Contact Person Name, Phone #, and E-mail Address:	Stephanie Beck, 816-225-1274, Stephanie.M.Beck@dss.mo.gov
Title/Name of Service/Contract	State Licensing for Residential Facility and Child Placing Agency
Dates of Service/Contract:	04/16/15-04/15/17 (and previous years)
If service/contract has terminated, specify reason:	
Size of Service such as: ✓ Number of Individuals Being Served ✓ Total Annual Value/Volume	20 individuals served in 2015
Size of Service/Contract (in terms of vendor's total amount of business)	No revenue involved
Description of Services Performed, such as: ✓ Population Served ✓ Type of Services Performed ✓ Geographic Area Served ✓ Vendor's specific duties and strategic objective	As described throughout the immediate RFP
Personnel Assigned to Service/Contract (include position title):	Julie Ball, Program Director

EXHIBIT D

CURRENT/PRIOR EXPERIENCE

The vendor should copy and complete this form documenting the vendor and subcontractor's current/prior experience considered relevant to the services required herein. In addition, the vendor is advised that if the contact person listed for verification of services is unable to be reached during the evaluation, the listed experience may not be considered.

Vendor Name or Subcontractor Name: The LIGHT House (if reference is for a Subcontractor):	
Reference Information (Current/Prior Services Performed For:)	
Name of Reference Company/Client:	College Coach
Address of Reference Company/Client:	200 Talcott Avenue, Watertown, MA 02472
Reference Contact Person Name, Phone #, and E-mail Address:	Alex Bickford, 603-296-7450, alex.bickford@getintocollege.com
Title/Name of Service/Contract	No contract- Close working relationship
Dates of Service/Contract:	8+ years service
If service/contract has terminated, specify reason:	
Size of Service such as: ✓ Number of Individuals Being Served ✓ Total Annual Value/Volume	25 individuals served in 2015
Size of Service/Contract (in terms of vendor's total amount of business)	No revenue involved
Description of Services Performed, such as: ✓ Population Served ✓ Type of Services Performed ✓ Geographic Area Served ✓ Vendor's specific duties and strategic objective	College Coach representatives visit the LIGHT House annually and work individually with maternity home residents and outreach clients to provide guidance for admittance into, and successful progress in, college courses.
Personnel Assigned to Service/Contract (include position title):	Julie Karanja, Outreach Manager

EXHIBIT E

EXPERTISE OF KEY PERSONNEL

(Copy and complete this table for each key person proposed. Titles of personnel should be consistent with titles referenced throughout the RFP.)

Title of Position: President	
Name of Person:	Russell Martin
Educational Degree (s): include college or university, major, and dates	Masters of Business Administration, 1978 Missouri State University, Springfield, MO Bachelor Science-Major: Business-Economics Minor: Business, 1969 College of the Ozarks, Point Lookout, MO 1
License(s)/Certification(s), #(s), expiration date(s), if applicable:	
Specialized Training Completed.	Initial Peer Reviewer Training Certified Financial Planner
# of years experience in area of service proposed to provide:	39
Describe person's relationship to vendor. If employee, # of years. If subcontractor, describe other/past working relationships	Mr. Martin has been employed by Missouri Baptist Children's Home since 1977. In 2013 The LIGHT House became an affiliate of Missouri Baptist Children's Home.
Describe this person's responsibilities over the past 12 months.	See attached resume
Previous employer(s), positions, and dates	See attached resume
Identify specific information about experience in:	See attached resume
✓ Early childhood development	
✓ Family/marital counseling	
✓ Social work	
✓ Case management	
✓ Program administration	

RUSSELL L. MARTIN
11300 St. Charles Rock Road
Bridgeton, MO 63044-2793
(314) 739-6811

Formal Education

- Master of Business Administration, Missouri State University, Springfield, MO, 1978
- Bachelor of Science (major in Business-Economics; minor in Business Education), College of the Ozarks, Point Lookout, MO, 1969

Continuing Education

- Completed Initial Peer Reviewer Training Curriculum (Council on Accreditation), 1994
- Earned designation of Certified Financial Planner, 1986

Employment History

- Missouri Baptist Children's Home
 - President and Treasurer (2014 to present)
 - Executive Vice President and Treasurer (1997 to 2014)
 - Vice President and Treasurer (1992 to 1996)
 - Assistant Executive Director (1989 to 1991)
 - Business Administrator (1977 to 1988)
- College of the Ozarks
 - Assistant Treasurer (1972 to 1977)
 - Registrar (1968 to 1970)

Military Service

- United States Naval Reserve (1972 to 1977), honorably discharged, attained rank of Petty Officer Second Class. Awarded Sailor of the Year of reserve unit.
- United States Marine Corps (1970 to 1972), honorably discharged, attained rank of Corporal. Awarded meritorious mast and meritorious promotion.

Related Activities

- President and Treasurer of corporations affiliated with Missouri Baptist Children's Home
 - MBCH Children and Family Ministries
 - MBCH Foundation
 - MBCH Professional Development Institute
 - MBCH Properties
 - The L.I.G.H.T. House, Inc.
- Team Leader and Peer Reviewer for Council on Accreditation
- Board Member and Vice Chair of Missouri Alliance for Children and Families
- Board Member of Missouri Coalition of Children's Agencies

EXHIBIT E

EXPERTISE OF KEY PERSONNEL

(Copy and complete this table for each key person proposed. Titles of personnel should be consistent with titles referenced throughout the RFP.)

Title of Position: Program Director	
Name of Person:	Julie Ball
Educational Degree (s): include college or university, major, and dates	Masters of Social Work, 2005 University of Kansas, Lawrence, Kansas Bachelor of Science in Social Work, 2002 Kansas State University, Manhattan, Kansas
License(s)/Certification(s), #(s), expiration date(s), if applicable:	Licensed Master Social Worker, License Number: 2012016966, Expiration: 9/30/17
Specialized Training Completed.	<u>CLINICAL TRAINING</u> <ul style="list-style-type: none">• Psychodrama (200+ hours)• Sand Tray (100+ hours)• Play Therapy (100+ hours)• Thera-Play (50+ hours)
# of years experience in area of service proposed to provide:	10+ years in residential services for women and children
Describe person's relationship to vendor. If employee, # of years. If subcontractor, describe other/past working relationships	Employee since 2012
Describe this person's responsibilities over the past 12 months.	See attached resume
Previous employer(s), positions, and dates	See attached resume
Identify specific information about experience in:	See attached resume
✓ Early childhood development	
✓ Family/marital counseling	
✓ Social work	
✓ Case management	
✓ Program administration	

Julie Marie Ball, LMSW

7566 WALNUT

KANSAS CITY, MISSOURI

CELL: (913) 669-7683

julieball3@hotmail.com

EDUCATION

Masters of Social Work, May 2005

University of Kansas, Lawrence, Kansas

Graduated with Honors

Clinical Emphasis: Children and Families

Licensed in the state of Missouri (active)

Licensed in the state of Kansas (inactive but eligible for renewal)

Bachelor of Science in Social Work, August 2002

Kansas State University, Manhattan, Kansas

EXPERIENCE

Program Director, February 2012 to current

Missouri Baptist Children's Home, Kansas City, Missouri

- Provide program direction for both The LIGHT House (since February 2012) and MBCH- Children and Family Ministries Family Foster Care Program (since November 2014)
- Supervise The LIGHT House residential maternity, outreach, and adoption programs
- Manage and oversee Foster Care caseload of 42
- Ensure all licensing and funding requirements are met
- Provide supervision to all program staff
- Revise program components as necessary
- Help manage budget and program spending
- Compile statistics and submit required reports
- Conducted home visits and prepare home studies as needed (February 2014-November 2014)

NICU Family Support Specialist, February 2009 to November 2014

March of Dimes, Overland Park, Kansas

- Advocate for and support NICU families
- Manage direct activities provided
- Manage budget for the NICU Family Support Program
- Compile statistics
- Volunteer recruitment, screening, training, management and retention
- Distribute March of Dimes materials to NICU families and NICU staff
- Act as a liaison between chapter staff, hospital staff and volunteers

Shelter Director, July 2005 to February 2009

SAFEHOME, Inc, Overland Park, Kansas

- Supervised shelter staff and volunteers
- Oversaw day-to-day functions of the shelter and shelter programs
- Compiled staff statistics and outcome measurements
- Generated necessary grant reports and help facilitate grant spending

- Communicated with media as needed

Adjunct Professor, August 2006 to August 2007

Penn Valley Community College, Kansas City, Missouri

- Instructed Introduction to Human Services Courses
- Compiled and submitted semester grades
- Created semester syllabus

Transitional Living Advocate, November 2002 to July 2005

SAFEHOME, Inc, Overland Park, Kansas

- Advocated for battered women and their children
- Met with clients on a weekly basis to discuss current issues and concerns
- Compiled and turn in monthly statistics to the SAFEHOME Grant Writer
- Administered the distribution of checks for client's rental assistance.
- Facilitated weekly Domestic Violence Support Group

Hotline Coordinator, August 2002 to November 2002

SAFEHOME, Inc., Overland Park, Kansas

- Answered and assisted with hotline crisis calls and shelter residents
- Provided supervision for all Hotline Advocates and hotline volunteers
- Compiled and turned in monthly statistics to the SAFEHOME Grant Writer
- Participated in on-call rotation

INTERNSHIPS AND VOLUNTEER WORK

Kansas City Public Schools~ May 2013 to Current

- Hale Cook Principal Search Committee
- Hale Cook parent volunteer
- School Improvement Advisory Committee team member
- Hale Cook Missouri PTA Charter Member

MSW~ Internship as an Outreach Therapist, May 2004 to May 2005

SAFEHOME, Inc., Overland Park, Kansas

- Provided 20 hours/week of counseling to women, children and families.
- Psychosocial assessments
- Completed documentation, statistics and case notes

BSW~ Internship as an Adoption Worker, May 2002 to August 2002

Temporary Lodging For Children, Olathe, Kansas

- Prepared social histories
- Case management
- Prepared home studies

Volunteer~ Sexual Assault Specialist, September 1998 to May 2002

Kansas State University, Manhattan, Kansas

- Speakers bureau
- Volunteer trainer
- High school mentor
- Self-Defense instructor and program coordinator

ACHIEVEMENTS

CLINICAL TRAININGS

- Psychodrama (200+ hours)
- Sand Tray (100+ hours)
- Play Therapy (100+ hours)
- Thera-Play (50+ hours)

AWARDS AND SELECTIONS

- 2010 GRAVEN'S CONFERENCE ABSTRACT ORAL PRESENTER

Presented on "The Special Role of Grandparenting in the NICU: Addressing Generational Gaps Through Grandparent Education"

- 2011 MARCH OF DIMES LEADING PRACTICE AWARD

Awarded for Grandparent Education Course

- 2012 GRAVEN'S CONFERENCE POSTER PRESENTER

Selected to present on "Committee Development and Organizing Parent Support in NICUs: Creating involved, appreciated and long lasting parent volunteers".

LICENSE INFORMATION

MISSOURI:

- Licensed in the state of Missouri, Division of Professional Registration
- Licensed Master Social Worker, License Number: 2012016966, Expiration: 9/30/17

KANSAS:

- Licensed in the state of Kansas, Behavioral Sciences Regulatory Board
- Licensed Masters Social Worker, License Number: 6286, Expired: 6/30/2012- eligible for renewal

EXHIBIT E

EXPERTISE OF KEY PERSONNEL

(Copy and complete this table for each key person proposed. Titles of personnel should be consistent with titles referenced throughout the RFP.)

Title of Position: Maternity Home Manager	
Name of Person:	Andrea McAdam
Educational Degree (s): include college or university, major, and dates	Bachelor of Science, Therapeutic Recreation, 2008 Northwest Missouri State University, Maryville, MO Master of Art, Social Work, 2010 University of Missouri- Kansas City, Kansas City, MO
License(s)/Certification(s), #(s), expiration date(s), if applicable:	Licensed Master Social Worker, License Number: 201018729, Expiration: 9/30/16
Specialized Training Completed.	CPR, First Aid, Med Tech
# of years experience in area of service proposed to provide:	6+ years in residential services for women and children
Describe person's relationship to vendor. If employee, # of years. If subcontractor, describe other/past working relationships	Employee since 2010
Describe this person's responsibilities over the past 12 months.	See attached resume
Previous employer(s), positions, and dates	See attached resume
Identify specific information about experience in:	See attached resume
✓ Early childhood development	
✓ Family/marital counseling	
✓ Social work	
✓ Case management	
✓ Program administration	

ANDREA MCADAM

1125 NE 52nd Place ■ Kansas City, MO 64118 ■ Phone 816-507-0232
■ Email: andream.lighthouse@mbch.org

Dedicated professional with expertise in helping families work together to create a more supportive home environment, achieve goals and serve diverse clientele. Excellent communicator, detail-oriented, and an independent worker, with motivational skills, high energy and passion.

Education

Bachelor of Science, Therapeutic Recreation, Northwest Missouri State University, Maryville, MO Aug. 2008

Master of Art, Social Work, University of Missouri- Kansas City, Kansas City, MO May 2010

Experience

The LIGHT House — Kansas City, MO Dec. 2010 to Present
Maternity Home Manager Oct. 2013-
Present

- Providing leadership, management, and supervision to 9 Residential House Parents
- Management of funds for the residential facility and resident activities
- Coordinating maintenance for the residential facility and automobiles
- Coordinating grocery and supply shopping for the residential facility
- Overseeing payroll for 9 Residential House Parents

Case Manager of Residential Program Dec. 2010 to
Present

- Providing assessment, intake, and orientation for new residents
- Meeting weekly with each resident to aid in achieving goals in relation to treatment plan
- Communicating regularly with minor residents' parents to discuss residents' progress and support
- Creating weekly schedules of residents' appointments, classes, and activities
- Coordinating and leading weekly client review with multi-disciplinary team
- Providing resident follow-up for one year after discharge from residential program

Kansas City Center for Family & Organizational System — Kansas City, MO Sept. 2010- Dec. 2010

Part-time Research Data Entry

- Enter research data related to Family Intake Interviews
- Data participants include unwed couples expecting a child or already having a newborn
- Data includes Bowen Theory elements of conflict, emotional distance, projection, and stressors

Healthy Families Counseling & Support — Kansas City, MO Aug. 2009 to May 2010

Practicum Student for Therapeutic Support Services

- Provided in-home case management services to children with mental health diagnoses, 2 preteens
 - Co-facilitated 'Bravehearts' group, 3-5 men for 5 week sessions
 - Participated in 'Loving Couples Loving Children' program and booster sessions
-

Kansas City Center for Family & Organizational System — Kansas City, MO

Aug 2009 to May 2010

Practicum Student

- Met with couples of newborns or who are expecting for Family Intake Interview, 3 families
- Studied in-depth Bowen Theory via lectures, conferences, webcasts, and a video series

University of Missouri- Kansas City — Kansas City, MO

Dec 2008 to May 2010

Graduate Research Assistant

- Researched and found articles on students and technology
- Researched and found articles on graduate social work programs with minorities
- Compared and contrasted MSW curriculums from different schools
- Researched and found articles on universal design in higher education
- Researched and found articles on disproportionality in foster care
- Completed office tasks, such as copying and filing

Liberty Public School District — Liberty, MO

Aug 2008 to May 2009

Practicum Student

- Oversaw and supervised "Not In My House" 'Social Norming' Marketing Campaign, partnered with community agencies, created evaluation survey
- Organized and Chaired Spring Forum "Teen Pressures"
- Co-facilitated Girl's Empowerment Group, 8 weeks 5 high school girls
- Co-facilitated Grief and Loss Group, 8 weeks 5 high school students
- Co-facilitated Guys Group, 2/month throughout school year 10-15 guys
- Coordinated activities for Youth Friends
- Staffed Mini Teen Institute, small group of 6 high school students
- Staffed Girl Power!, small girl group of 8 middle school girls
- Author of Tax Levy grant for STEP program

Child Abuse Prevention Association — Independence, MO

May 2008 to August 2008

Internship as a Family Support Services Worker

- Healthy Family Connections Program, in-home visitation program, served 2 families
- Welcome Home Baby Program, hospital setting, served multiple new mothers each week
- Parents and Children Together, helped manage children's group, ages 0-12
- **1. EDUCATION**
- Families of Children in Separation, co-lead children's group, ages 5-12

License and Certifications

- Have current License Master Social Work
- Have current CPR and First Aid certification
- Have current Med Tech certification

Other

- Child Placement Coordinator (volunteer position) for Royal Family Kids' April 2010-July 2012. Royal Family Kids' holds a summer camp for children, ages 7-11, who have experienced abuse and

neglect in the Platte, Clay, and Jackson Counties. During the week of camp, I was the Camp Professional and served as the behavior modification position for 30-35 children.

- Designed and implemented a "Parent's Night Out" program for Midwest Foster Care Adoption Association in October 2009; the program was one evening with approximately 60 kids.

EXHIBIT E

EXPERTISE OF KEY PERSONNEL

(Copy and complete this table for each key person proposed. Titles of personnel should be consistent with titles referenced throughout the RFP.)

Title of Position: Nurse	
Name of Person:	Kathy Bryant
Educational Degree (s): include college or university, major, and dates	Practical Nurse Training 1983 Licensed Practical Nurse Certificate obtained through the Kansas City Missouri Board of Education at North Kansas City Hospital General education credits Metropolitan Community College 1985 University of Missouri-Kansas City 1982
License(s)/Certification(s), #(s), expiration date(s), if applicable:	Practical Nurse, 034051, expiration May 2016
Specialized Training Completed.	
# of years experience in area of service proposed to provide:	33 years practical nursing experience
Describe person's relationship to vendor. If employee, # of years. If subcontractor, describe other/past working relationships	Employee since 1986
Describe this person's responsibilities over the past 12 months.	See attached resume
Previous employer(s), positions, and dates	See attached resume
Identify specific information about experience in:	See attached resume
✓ Early childhood development	
✓ Family/marital counseling	
✓ Social work	
✓ Case management	
✓ Program administration	

**Kathryn A. Bryant
3236 St. John Avenue
Kansas City, MO 64123
(816) 719-3409**

Summary of Experience

LIGHT House 1986 to Present

PO Box 22553

Kansas City, MO 64114

Position: LIGHT House Nurse

- ☐ Provide medical care for clients under the direct supervision of the LIGHT House Medical Director
- ☐ Maintain medical record of prenatal care
- ☐ Facilitate and provide transportation to necessary doctor and medical appointments
- ☐ Communicate medical reports received and provide necessary patient teaching
- ☐ Establish and oversee maintenance of medical care and treatments as ordered by physician providing necessary instruction to direct care staff
- ☐ Audit Medication Administration Records on weekly basis
- ☐ Reorder prescription medications as needed
- ☐ Prepare Medication Administration Records each month
- ☐ Prepare and update a weekly Summary of Medications to be administered
- ☐ Complete Health History Assessment and administer TB skin test on each new client
- ☐ Complete Birth Plan with each client
- ☐ Provide on call service to both staff and clients to discuss any questions or needs relating to prenatal, postpartum, and infant care
- ☐ On call every night between 11 PM and 7 AM to provide transportation to hospital for those in labor
- ☐ Serve as a labor coach to any client needing support through the labor process
- ☐ Attend weekly client review meeting to communicate regarding medical needs throughout pregnancy and postpartum period
- ☐ Teach classes on Childbirth Education, Parenting, Nutrition, STD's, Preconceptual Healthcare, hygiene, and any other topic needing addressed during pregnancy and postpartum period
- ☐ Maintain proper documentation for Missouri A2A Grant
- ☐ Assist Case Manager as needed to coordinate medical care
- ☐ Function as MCCA Instructor to provide medication certification training to all residential care staff according to Missouri Coalition of Childcare Agency standards
- ☐ Assist Program Director in maintaining compliance in CPR and First Aid Training for all residential care staff
- ☐ Assist LIGHT House Medical Director in completing employee physicals

Missouri Coalition of Child Care Agencies Instructor 2005 to Present

Kathryn A. Bryant Page -2

Glennon Place Nursing Home 1983 to 1986

128 North Hardesty Avenue

Kansas City, MO 64123

Position: Charge Nurse

- ☐ Supervised care of geriatric patients in a 120 bed facility
- ☐ Supervised a team of CNA's and CMT'S to offer excellent medical care
- ☐ Completed monthly physical summaries on all patients
- ☐ Communicated with physicians as needed to care for patients
- ☐ Attended staff meetings and training as required

Education

Practical Nurse Training 1982 to 1983

Licensed Practical Nurse Certificate obtained through the Kansas City Missouri Board of Education at North Kansas City Hospital

Metropolitan Community College 1983 to 1985

Credits earned toward ASN

University of Missouri-Kansas City 1980 to 1982

Full-time student earning general education credits

EXHIBIT E

EXPERTISE OF KEY PERSONNEL

(Copy and complete this table for each key person proposed. Titles of personnel should be consistent with titles referenced throughout the RFP.)

Title of Position: Outreach Manager/Counselor	
Name of Person:	Julie Karanja
Educational Degree (s): include college or university, major, and dates	Masters of Counseling, December 2011. School Counseling Certification K-12 University of Missouri-Kansas City. Bachelor of Science Degree in Sociology, 2003 Minor in Social Work and Psychology. Southwest Baptist University, Bolivar, Missouri.
License(s)/Certification(s), #(s), expiration date(s), if applicable:	
Specialized Training Completed.	
# of years experience in area of service proposed to provide:	10+ years in residential services for women and children
Describe person's relationship to vendor. If employee, # of years. If subcontractor, describe other/past working relationships	Employee since 2005
Describe this person's responsibilities over the past 12 months.	See attached resume
Previous employer(s), positions, and dates	See attached resume
Identify specific information about experience in:	See attached resume
✓ Early childhood development	
✓ Family/marital counseling	
✓ Social work	
✓ Case management	
✓ Program administration	

JULIE L. KARANJA
juliek.lighthouse@mbch.org
8901 Carter St. Apt 201
Overland Park, KS 66212
913.433.6272

EDUCATION:

Masters of Counseling, December 2011.
School Counseling Certification K-12
University of Missouri-Kansas City.
3.69 G.P.A. on a 4.0 scale

Bachelor of Science Degree in Sociology. May 2003
Minor in Social Work and Psychology.
Southwest Baptist University, Bolivar, Missouri.
3.51 G.P.A. on a 4.0 scale

Current Employment **The LIGHT House, Counselor & Outreach Coordinator.** Kansas City, Missouri.
Provide individual therapy to all residents in the maternity home and run therapy groups when appropriate. Coordinate classes and organize events for outreach. Manage volunteers and material donations for the agency. January 2012- Current

Previous Employment **Missouri Baptist Children's Home, Part Time Family Resource Development Specialist.** Kanas City, Missouri. Complete home study interview for families seeking to provide relative-kinship or foster care services. Gather necessary documentation and references. Write home study assessment.

The LIGHT House, Outreach Coordinator & Ministry Assistant.
Kansas City, Missouri.
Provide case management to single parents involved in the parenting education program. Coordinate classes and organize events for outreach. Manage volunteers and material donations for the agency. August 2010-December 2011

Sun Cloud Distributors, Administrative Assistant. Lenexa, Kansas.
Completed necessary administrative duties needed for the business. Processed orders. Compiled marketing materials. October 2008-April 2010.

The LIGHT House, Residential Manager, Kansas City, Missouri.
Performed necessary management tasks to keep residence operating smoothly, including supervision of staff and problem solving with clients. Worked with pregnant and parenting teens residing at the Lighthouse. Taught classes on Life and Abstinence. Took initial calls from young women experiencing crisis pregnancies. Hired and trained house parents. June 2006-May 2008.

The LIGHT House, Overnight House Parent, Kansas City, Missouri.
Performed houseparent duties. Assisted clients in caring for their infants. Aided clients during overnight emergencies. Entered grant documentation to bill for services. June 2005-January 2006.

**Missouri Department of Social Services, Family Support Division,
Income Maintenance Caseworker, Kansas City, Missouri.**

Assisted low-income clientele by determining eligibility for state funded programs, including the Food Stamp Program and Medicaid. Interviewed clients, completed necessary paperwork by required deadlines and made referrals when appropriate. November 2003-December 2004.

Mother's Refuge, Part Time House Parent, Independence, Missouri.

Worked with parenting and pregnant teenagers in a residential setting. Performed houseparent duties, such as assisting girls with their babies and enforcing house rules. September 2003-November 2003.

Previous Internship **Central High School, Intern Counselor.** Kansas City, Missouri.
Counsel students individually concerning social, academic, and career issues. Assist with student schedules. Develop and implement a small group for teen parents.
August 2010-December 2011

Previous Practicum **Satchel Paige Elementary School, Practicum Counselor.** Kansas City, Missouri.
Counseled students individually. Taught classroom lessons at various grade levels with a specific emphasis on career clusters. Implemented necessary elements of the Missouri Comprehensive Guidance Program to assist students' school wide.
January 2010-May 2010.

Hope Academy, Practicum Counselor. Kansas City, Missouri. Counseled high school students individually. Worked with students concerning their career planning and continuing education.
January 2010-May 2010.

Volunteer Work **Metro Christian Fellowship, Youth Leader,** Kansas City, Missouri.
Mentor youth and assist with Wednesday night meetings. Help plan and coordinate youth events.
June 2008-December 2012.

AWARDS AND HONORS:

Who's Who Among America's Colleges and Universities, 2003.
President's List at Southwest Baptist University, Fall 1999-Spring 2003.
Senior Sociology Award, Spring 2003.

EXHIBIT F

METHOD OF PERFORMANCE

The vendor should present a written plan for performing the requirements specified in this Request for Proposal. In presenting such information, the vendor should specifically address each of the following issues:

1. Identify the service location as well as any satellite locations. Describe the geographic proximity of the services being proposed to the majority of clients to be served. Describe how women initially access services and locate the service location.

LIGHT House, Inc. administrative offices, outreach and adoption services are located at 400 W. Meyer Blvd., Kansas City MO. The maternity home is located in mid-town Kansas City, Missouri. The LIGHT House, Inc. maternity home is available statewide to women who are pregnant and between the ages of 12 and 22 or have children between the newborn and three years of age. The identified service area for this proposal includes Jackson County and the six surrounding counties where the greatest need exists (Bates, Buchanan, Cass, Clay, Lafayette and Platte). Women who receive our services may come from any area to participate in the LIGHT House, Inc. residential program.

Access to services:

Hope Call: This is the initial phone contact with the program service staff. If the client meets the initial screening requirements (age 12-22 and either an adult or have a parent/guardian willing to sign them into the program) and there is space for her in the maternity home, an initial assessment will be conducted.

Assessment: This personal interview will be conducted with the client, her legal guardian (if she is a minor) and the professional case manager at the LIGHT House, Inc administrative offices. The interview includes information about the LIGHT House, Inc. and will address any questions or concerns from the applicant or her family. The client's qualifications for the Alternative to Abortion program will be reviewed during this assessment.

Acceptance into the program: Client files will be reviewed and the professional case manager will prepare a report for the program director, counselor and nurse to review. The team will make a decision regarding acceptance. If the client is not accepted adequate referrals for other services provided.

Admission day: The client and legal guardian (if a minor) will meet with the professional case manager at LIGHT House, Inc. administrative offices to complete necessary paperwork and the client and her family (if a minor) will be escorted to the Maternity home where they will be given a tour and program services will begin.

2. Describe the demographic profile of the at-risk population to be served. Describe outreach strategies for reaching the targeted at-risk population(s), including strategies for addressing the cultural diversity of targeted clients

In 2015, 20 clients were served in the LIGHT House, Inc. residential maternity house program. The 2015 demographics indicate that out of 20 clients, 10 were adults, 1 minor, 3 toddlers and 6 infants. 15% of the clients were multi-racial, 30% Caucasian and 55% African American. At LIGHT House, Inc. we accept all clients regardless of cultural or economic background.

Outreach strategies

LIGHT House, Inc. has historically targeted at-risk populations through the Kansas City metro area and approximately 100 miles beyond. Additionally, posters and brochures have been distributed in heavy traffic areas such as gas stations, schools, libraries, doctors' offices and hospitals.

3. Describe the marketing of services.

In order to reach clients, LIGHT House, Inc will provide brochures, posters, and training opportunities to churches, schools, hospitals, health clinics, etc in our community. The LIGHT House has a social media presence as well.

4. Identify the site where the Individual Risk and Needs Assessment and Initial Client Assessment will be conducted. Describe how client eligibility will be determined.

If the client meets the Alternatives to Abortion Program eligibility requirements a professional case manager will conduct an Individual Risk and Needs Assessment to document the risk factors and identify services needed to (i) minimize the risk of abortion and (ii) complete the pregnancy. The Initial Plan will be completed within 24 hours of admission into the program; the case manager will develop a plan to address any urgent needs. The Initial Client assessment will be completed within seven days of admission into the program and this will include an assessment for domestic violence.

Information gathered includes, but is not limited to:

- 1) Circumstances surrounding pregnancy
- 2) Education and work history as well as career and educational goals
- 3) Medical history
- 4) Mental health information
- 5) Abuse and mental health history of client and family
- 6) Legal issues and history of arrests/probation
- 7) Risk assessment for substance abuse
- 8) Goals they want to achieve during their program.

The case manger will refer clients to the following:

- 1) MO HealthNet Prenatal Case Management program
- 2) Building Blocks of Missouri program
- 3) Missouri community-Based Home Visiting Program, and
- 4) Healthy Start program

Permission of parents/legal guardians is required for all minors; applicants over the age of 18 may sign themselves in. Clients are accepted at any stage of their pregnancy; however, only clients eligible for the A2A funding will be eligible for use of the money awarded as part of the grant. Most clients served by LIGHT House, Inc. are at or below 200% of the Federal Poverty Level. Clients enrolled in our services must be tobacco, alcohol and illegal drug free. LIGHT House, Inc. is not able to provide services to any client who requires long term nursing care, and is not designed to serve those with severe developmental disabilities. Referrals will be provided if LIGHT House, Inc. is unable to provide service.

5. Describe the development and updating of the Individualized Pregnancy Continuation Plan including the involvement of the client in the process.

Within 10 days of admission, information from the initial plan will presented in a staff team meeting and an Individualized Pregnancy Completion Plan (IPCP) will be developed with the client. The client oriented ICPC will include, but will not be limited to:

- 1) Spiritual growth
- 2) Prenatal care
- 3) Health and nutrition
- 4) Education and career
- 5) Emotional and counseling
- 6) Parenting skills

- 7) Social
- 8) Financial
- 9) Individual Goals

The case manager will work with the clients both directly and via referrals to appropriate community agencies. The ICPC will be reviewed by staff and the client on a weekly basis. The case manager and client will work together to perform goal-oriented activities and will ensure that the client is supported and educated during her pregnancy. Concerns, solutions and resources will be identified and all services and outcomes will be documented in the IPCP.

6. Provide a detailed description of the case management process. Identify the hours of service including emergency coverage outside of business hours and weekends.

Professional case management will be provided to every admitted client and will be tailored to the client's individual need. The client and the case manager will work together to create an individualized service plan which will address physical, educational, emotional and social goals. These plans will be reviewed weekly during case management sessions. Additionally, clients in the maternity home will have access to 24-hour support staff.

7. Provide a preliminary outline and description of the proposed content of the required trainings. Additionally, provide copies of any training materials (e.g. manuals, resource books, handouts, reinforcement materials) proposed for use in conducting the training sessions.

Class	Location	Duration	Materials for Class	Cost for Class
Boundaries Class	Off site	1.5 hours	1 Book- <i>Boundaries</i> by Henry Cloud	\$10 dollars for book (1-2 per group)
Outreach (parenting, life skills, healthy relationships, bible study)	Off site (part of LIGHT House)	3.5 hours	Bag that contains bible	None
Adoption class	Off site (with LIGHT House)	3.5 hours	Educational information	None
Child birth education	On site (conducted by nurse)	1 hour	Educational information and visual aids	None, as supplies are have been previously provided for ongoing classes
Parents as Teachers	On site (conducted by Parents As Teachers)	1 hour	Materials provided by instructor	None
Financial Class	On site (conducted by staff)	1 hour	Educational Information	None
Craft Class	On site (conducted by staff)	2 hours	Craft supplies	\$600/year
Cooking Class	On site (conducted by staff)	1 hour	Cooking supplies	\$5-10/week
My Baby's First	On site	1 hour	Baby	Grant- \$2,000

- Attached

13. Along with a detailed organizational chart, the vendor should describe the following:

Attachment 13.1

- How services of the contract will be managed, controlled, and supervised in order to ensure satisfactory contract performance.

Services will be managed, controlled and supervised by the Program Director in close collaboration with the President and Case Manager. The team will work together to adhere to all rules, regulations and policies referenced in the RFP. Additionally, all licensing requirements and regulations as described in the Rules for Licensing Residential Child Care Agencies, Department of Social Services, Children's Division, State of Missouri, will be maintained and followed.

- Total Personnel Resources - The vendor should provide information that documents the depth of resources to ensure completion of all requirements on time and on target. If the vendor has other ongoing contracts that also require personnel resources, the vendor should document how sufficient resources will be provided to the State of Missouri.

We ensure that we have a sufficient number of staff members and house parents to appropriately run the program as described in this RFP.

14. Economic Impact to Missouri - The vendor should describe the economic advantages that will be realized as a result of the vendor performing the required services. The vendor should respond to the following:

- Provide a description of the proposed services that will be performed and/or the proposed products that will be provided by Missourians and/or Missouri products.

All services will be provided within the state of Missouri and all purchases needed to fulfill the contract will be purchased within the state of Missouri. This would include the procurement of supplies, transportation costs (vehicles, fuel, etc.), food, and other items needed to meet the obligations of the contract.

- Provide a description of the economic impact returned to the State of Missouri through tax revenue obligations.

Since The LIGHT House is a 501(c)(3) corporation and has tax exempt status with the state of Missouri, there will be minimal immediate direct impact to the state as far as the corporation is concerned. However, there will be impact as we purchase goods and services from local vendors and as the employees file state and local income tax returns. In addition, the clients we serve will be afforded the skills to become productive members of society and will generate economic benefit to the state.

- Provide a description of the company's economic presence within the State of Missouri (e.g., type of facilities: sales offices; sales outlets; divisions; manufacturing; warehouse; other), including Missouri employee statistics.

The LIGHT House has its primary office location at 400 West Meyer Boulevard, Kansas City, MO, and a maternity group home at 3212 Central, Kansas City, MO. It has a budget of \$587,026 and employs thirteen permanent staff and some part-time staff (PRN).

Year	(conducted by staff)		toys/supplies	for participants 10
Life Skills	On site (conducted by staff)	1 hour	None	None
Health Care for Mom	On site (conducted by nurse)	1 hour	Educational information	None
Health Care for Infant	On site (conducted by nurse)	1 hour	Educational information	None
Nutrition Class	On site (conducted by University of Missouri extension)	1 hour	Materials provided by instructor	None
Substance Abuse treatment	Off site	When needed	Materials provided by agency	None
College Coach	On site (conducted by College Coach employees)	1 hour	Materials provided by agency	None

See attached materials 7.1

8. Describe each of the Additional Client Services specified in the RFP. Explain the service delivery system including any referral network and referral plan. Describe the cultural competency of providers.

Medical care: Every mother and child at the LIGHT House, Inc. will be given access to above standard medical care services by area physicians, as well as 24-hour on-call nursing care.

Residential care: LIGHT House, Inc. maternity home is licensed to serve up to fourteen clients at any given time. Our facility is staffed with 24-hour support.

Outreach: LIGHT House, Inc. provides an outreach program for expectant moms who have a safe place to live as well as our residential moms and will be served until their child is three years of age. Programs offered include, but are not limited to: parenting skills, drug and alcohol abuse issues, child care, job readiness, safe housing, domestic violence, nutrition, newborn and infant care and mental health issues.

Education: LIGHT House, Inc. will ensure that clients participate in formal education programming, advancement toward high school diploma, GED, business, vocational, technical training or college. Minor clients will be required to continue with formal education unless their GED has been obtained.

Vocational training and placement: LIGHT House, Inc. will provide clients information regarding vocational training and placement via courses taught at the home and community resources.

Parenting Skills: Childbirth education classes will be offered by our on staff nurse. All LIGHT House, Inc. clients will receive parenting skills classes including, but not limited to the following: safe sleeping, breastfeeding, birth spacing, folic acid in prevention of neural tube defects, use of substances during pregnancy, immunizations, child nutrition, childcare selection, coping skills, tips for soothing your child and shaken baby syndrome.

Drug abuse: LIGHT House, Inc. will screen for drug use and create appropriate treatment and referral plans.

Responsible paternity: LIGHT House, Inc. will encourage fathers to attend outreach programs.

Adoption assistance: LIGHT House, Inc. is a licensed adoption agency in Missouri.

Domestic abuse protection: 24-hour awake staffing provides a safe and secure living environment. Clients will receive information regarding personal safety, breaking the cycle of violence and red flags of abuse.

Transportation: LIGHT House, Inc. owns two SUV's which are regularly services and maintained. The vehicles are used to transport clients, and employ regularly monitored and licensed drivers.

Supplies: LIGHT House, Inc. will provide all necessary supplies to the clients to provide a healthy, sound and safe environment for herself and her child. LIGHT House, Inc. has a Baby Boutique where clients

9. Describe how the information obtained in the client satisfaction is utilized to improve upon services provided.

Every effort will be made to have clients complete an anonymous survey upon departure. Client satisfaction surveys will be reviewed by the program director and considerations will be made based upon feedback received. LIGHT House, Inc. will report survey results to the state agency in June and December.

10. Describe the plan for developing and implementing an evaluation and continuous quality improvement plan. Include evidence of evaluation and continuous quality improvement process activities that evaluate (1) infrastructure, (2) method of delivery of services, (3) outcomes, and (4) compliance with standards and licensure.

LIGHT House, Inc. will incorporate the Alternatives to Apportions Client Satisfaction Evaluation by collecting each evaluation from every client. Each educational presentation will have both a pre and post test to measure knowledge gained by the client. Additionally, the LIGHT House, Inc. counselor, program director, nurse, case manager and residential advocates from each staffing shift will meet weekly for a client review. During client review, each case will be reviewed and we will determine what is working and what needs improvement. LIGHT House, Inc. is licensed through the Missouri Department of Social Services and licensure requirements will be reviewed annually.

11. Identify the method of evaluation including indicators that can be measured for continuous quality improvement and capture the data necessary to evaluate the program impact. The plan should address plans and method to improve the program components and continuous quality improvement process activities.

LIGHT House, Inc. will create a CQI team to review development and implementation of the continuous quality improvement. The CQI team will include the program director, professional case manager and have residential advocate representation. The team will meet quarterly and will review pre and post tests. Additionally, we will review the infrastructure, method of delivery and service, outcomes and compliance standards and licensure.

12. Organizational Chart - The vendor should provide an organizational chart showing the staffing and lines of authority for the key personnel to be used. The organizational chart should include (1) The relationship of service personnel to management and support personnel, (2) The names of the personnel and the working titles of each, and (3) Any proposed subcontractors including management, supervisory, and other key personnel.

IMPLEMENTATION PLAN

- **Completion Day** should be specified as a certain number of days from state agency authorization to proceed with services until completion of the specific task and should be expressed as calendar days, not specific dates.
- **Assigned Personnel** should be identified by name rather than project title unless such personnel are yet to be hired.
- **Workhours** should indicate that time each assigned person will spend on the specific task.

[illegible]

EXHIBIT H

CLIENT SCENARIO

The vendor should present a written narrative which demonstrates the method or manner in which the vendor proposes to satisfy the requirements of the Request for Proposal to conduct Alternatives to Abortion Program services for the client situation described below. The vendor should provide a not-to-exceed total price with a price analysis for the client services identified in the narrative.

Jane Doe has recently learned that she is 12 weeks pregnant.

Jane is 24 years old and a high school graduate with no post-secondary education. Jane has three other children, ages 6, 4, and 18 months. The father of the new baby does not work, and Jane is unsure if he will stay involved once the baby arrives.

Jane works part time at a fast food restaurant making \$8 an hour, but she would someday like to become a nurse. Jane lives in a two bedroom apartment with her three children, but she struggles to pay rent each month. Jane has an old minivan which she uses to get to work, but it frequently breaks down. Jane has never applied for any public assistance programs.

Jane lives in a rural area, about 25 miles from the contractor's service location and has contacted your organization to access the Alternatives to Abortion Program Services and intends to continue with services until 12 months post-partum.

Narrative:

Per the state license, The LIGHT House residential maternity home can house women ages 12-21, and children under age 3. Also, our bedrooms can only allow for 2-3 heartbeats/room. With the above scenario, Jane would not qualify for the LIGHT House residential maternity home due to her age and the ages of her children. After her initial Hope call to our Hope crisis line, she would be referred to the LIGHT House Outreach program to obtain education, support, life skills, and needs for children under age 3.

To fit the eligibility requirement for the LIGHT House residential maternity home, the ages have been changed in the above scenario- Jane is 19, and she has one child who is 13 months, and she is currently 12 weeks pregnant.

Jane contacted the LIGHT House Hope line after she received a 30-day eviction notice. With her age and ages of her children, it was determined she was eligible for the residential program. After meeting with the professional case manager for a personal assessment and conducting the Individual Risk and Needs assessment, it was decided Jane would qualify for the Alternative to Abortion program. The professional case manager gathered and reviewed Jane's records with the Program Director, Nurse, and Counselor, and it was decided it would be appropriate for Jane to be accepted and reside at the maternity home, as she would benefit from the following services: case management, medical, counseling, education, transportation, and parenting skills.

Jane was admitted to the Maternity Home Program and the professional case manager developed her IPCP within 10 days of admission.

Jane was screened for Drug and Alcohol abuse as well as Domestic Violence. No issues were identified.

Jane worked closely with her professional case manager to create an individualized service plan to address her physical, educational, emotional and social goals. These goals were reviewed during their case management sessions. Jane also attended the weekly courses offered at the maternity home, which addressed issues including,

but not limited to: spiritual growth, prenatal care, health and nutrition, education and career, emotional and counseling, parenting skills, social, financial and individual goals.

With the help of the staff nurse, Jane was referred to MO HealthNet for pregnant women, and obtained pregnancy medical coverage within 2 weeks. Jane began her prenatal appointments, and routinely attended them throughout her pregnancy. The nurse helped monitor needed medical appointments, including vision and dental. The nurse also helped monitor needed medical appointments for Jane's child. With the help of the case manager, Jane enrolled in the WIC program for herself and 13-month old.

Due to car repair payments, Jane sold her minivan and staff helped her learn to utilize the Public Bus System. She was able to continue to work part-time at her job, and also enrolled in part-time college at the local community college to study nursing. While at work, or attending college, she utilized daycare for her 13-month old; staff helped her apply for Child Care Subsidy for her daycare.

Jane was enrolled in the program when she was 12 weeks pregnant, she remained in the maternity home for the remaining 28 weeks of pregnancy and stayed 16 weeks post-partum (total 44 weeks equaling 306 days). Jane and her children currently reside in low-income housing; the professional case manager at the maternity home will maintain contact with her for a year following her departure date; additionally, she is eligible for Outreach Services until her child is 3 years old.

Housing Residential Care: 306 days at \$100/day= \$30,600

Face to Face Professional Case Management: minimum of one case management session per week for 44 weeks at \$20/session=\$880

Parent Education and Parenting Skill Classes: minimum of two classes per week for 44 weeks at \$25/session=\$2,200

Not to exceed a total price: \$33,680 for 306 days

n/a

EXHIBIT I
PARTICIPATION COMMITMENT

Minority Business Enterprise/Women Business Enterprise (MBE/WBE) and/or Organization for the Blind/Sheltered Workshop and/or Service-Disabled Veteran Business Enterprise (SDVE) Participation Commitment – If the vendor is committing to participation by or if the vendor is a qualified MBE/WBE and/or organization for the blind/sheltered workshop and/or a qualified SDVE, the vendor must provide the required information in the appropriate table(s) below for the organization proposed and must submit the completed exhibit with the vendor's proposal.

For Minority Business Enterprise (MBE) and/or Woman Business Enterprise (WBE) Participation, if proposing an entity certified as both MBE and WBE, the vendor must either (1) enter the participation percentage under MBE or WBE, or must (2) divide the participation between both MBE and WBE. If dividing the participation, do not state the total participation on both the MBE and WBE Participation Commitment tables below. Instead, divide the total participation as proportionately appropriate between the tables below.

Place a check in the appropriate box below for the region proposed. There should only be **ONE** box checked. If proposing multiple regions, copy and complete this Participation Commitment Exhibit for each proposed region.

Region				
<input type="checkbox"/> Region 1	<input type="checkbox"/> Region 2	<input type="checkbox"/> Region 3	<input type="checkbox"/> Region 4	<input type="checkbox"/> Region 5
<input type="checkbox"/> Region 6	<input type="checkbox"/> Region 7	<input type="checkbox"/> Region 8	<input type="checkbox"/> Region 9	

MBE Participation Commitment Table		
(The services performed or the products provided by the listed MBE must provide a commercially useful function related to the delivery of the contractually required service/product in a manner that will constitute an added value to the contract and shall be performed/provided exclusive to the performance of the contract.)		
Name of Each Qualified Minority Business Enterprise (MBE) Proposed	Committed Percentage of Participation for Each MBE (% of the Actual Total Contract Value)	Description of Products/Services to be Provided by Listed MBE <i>The vendor should also include the paragraph number(s) from the RFP which requires the product/service the MBE is proposed to perform and describe how the proposed product/service constitutes added value and will be exclusive to the contract.</i>
1.	%	Product/Service(s) proposed: ----- RFP Paragraph References:
2.	%	Product/Service(s) proposed: ----- RFP Paragraph References:
3.	%	Product/Service(s) proposed: ----- RFP Paragraph References:
4.	%	Product/Service(s) proposed: ----- RFP Paragraph References:

MBE Participation Commitment Table

(The services performed or the products provided by the listed MBE must provide a commercially useful function related to the delivery of the contractually-required service/product in a manner that will constitute an added value to the contract and shall be performed/provided exclusive to the performance of the contract.)

Name of Each Qualified Minority Business Enterprise (MBE) Proposed	Committed Percentage of Participation for Each MBE (% of the Actual Total Contract Value)	Description of Products/Services to be Provided by Listed MBE <i>The vendor should also include the paragraph number(s) from the RFP which requires the product/service the MBE is proposed to perform and describe how the proposed product/service constitutes added value and will be exclusive to the contract.</i>
Total MBE Percentage:		

n/a

n/a

EXHIBIT I, continued

WBE Participation Commitment Table

(The services performed or the products provided by the listed WBE must provide a commercially useful function related to the delivery of the contractually-required service/product in a manner that will constitute an added value to the contract and shall be performed/provided exclusive to the performance of the contract.)

Name of Each Qualified Women Business Enterprise (WBE) proposed	Committed Percentage of Participation for Each WBE (% of the Actual Total Contract Value)	Description of Products/Services to be Provided by Listed WBE <i>The vendor should also include the paragraph number(s) from the RFP which requires the product/service the WBE is proposed to perform and describe how the proposed product/service constitutes added value and will be exclusive to the contract.</i>
1.	%	Product/Service(s) proposed: ----- RFP Paragraph References:
2.	%	Product/Service(s) proposed: ----- RFP Paragraph References:
3.	%	Product/Service(s) proposed: ----- RFP Paragraph References:
4.	%	Product/Service(s) proposed: ----- RFP Paragraph References:
Total WBE Percentage:	%	

Organization for the Blind/Sheltered Workshop Commitment Table

By completing this table, the vendor commits to the use of the organization at the greater of \$5,000 or 2% of the actual total dollar value of contract.

(The services performed or the products provided by the listed Organization for the Blind/Sheltered Workshop must provide a commercially useful function related to the delivery of the contractually-required service/product in a manner that will constitute an added value to the contract and shall be performed/provided exclusive to the performance of the contract.)

Name of Organization for the Blind or Sheltered Workshop Proposed	Description of Products/Services to be Provided by Listed Organization for the Blind/Sheltered Workshop <i>The vendor should also include the paragraph number(s) from the RFP which requires the product/service the organization for the blind/sheltered workshop is proposed to perform and describe how the proposed product/service constitutes added value and will be exclusive to the contract.</i>
1.	Product/Service(s) proposed: ----- RFP Paragraph References:
2.	Product/Service(s) proposed: ----- RFP Paragraph References:

n/a

EXHIBIT I, continued

SDVE Participation Commitment Table

(The services performed or the products provided by the listed SDVE must provide a commercially useful function related to the delivery of the contractually-required service/product in a manner that will constitute an added value to the contract and shall be performed/provided exclusive to the performance of the contract.)

Name of Each Qualified Service-Disabled Veteran Business Enterprise (SDVE) Proposed	Committed Percentage of Participation for Each SDVE (% of the Actual Total Contract Value)	Description of Products/Services to be Provided by Listed SDVE <i>The vendor should also include the paragraph number(s) from the RFP which requires the product/service the SDVE is proposed to perform and describe how the proposed product/service constitutes added value and will be exclusive to the contract.</i>
1.	%	Product/Service(s) proposed: ----- RFP Paragraph References:
2.	%	Product/Service(s) proposed: ----- RFP Paragraph References:
Total SDVE Percentage:	%	

Exhibit I N/A

n/a

EXHIBIT J

DOCUMENTATION OF INTENT TO PARTICIPATE

If the vendor is proposing to include the participation of a Minority Business Enterprise/Women Business Enterprise (MBE/WBE) and/or Organization for the Blind/Sheltered Workshop and/or qualified Service-Disabled Veteran Business Enterprise (SDVE) in the provision of the products/services required in the RFP, the vendor must either provide a recently dated letter of intent, signed and dated no earlier than the RFP issuance date, from each organization documenting the following information, or complete and provide this Exhibit with the vendor's proposal.

Place a check in the appropriate box below for the region proposed. There should only be **ONE** box checked. If proposing multiple regions, copy and complete this Documentation of Intent to Participate form for each proposed region.

Region				
<input type="checkbox"/> Region 1	<input type="checkbox"/> Region 2	<input type="checkbox"/> Region 3	<input type="checkbox"/> Region 4	<input type="checkbox"/> Region 5
<input type="checkbox"/> Region 6	<input type="checkbox"/> Region 7	<input type="checkbox"/> Region 8	<input type="checkbox"/> Region 9	

~ Copy This Form For Each Organization Proposed ~

Vendor Name: _____

This Section To Be Completed by Participating Organization:

By completing and signing this form, the undersigned hereby confirms the intent of the named participating organization to provide the products/services identified herein for the vendor identified above.

Indicate appropriate business classification(s):

____ MBE ____ WBE ____ Organization for the Blind ____ Sheltered Workshop ____ SDVE

Name of Organization: _____

(Name of MBE, WBE, Organization for the Blind, Sheltered Workshop, or SDVE)

Contact Name: _____

Email: _____

Address (If SDVE, provide MO Address): _____

Phone #: _____

City: _____

Fax #: _____

State/Zip: _____

Certification # _____

SDVE's Website _____

Certification _____

(or attach copy of certification)

Address: _____

Expiration Date: _____

Service-Disabled

SDV's Signature: _____

Veteran's (SDV) Name: _____

(Please Print)

PRODUCTS/SERVICES PARTICIPATING ORGANIZATION AGREED TO PROVIDE

Describe the products/services you (as the participating organization) have agreed to provide:

Authorized Signature:

Authorized Signature of Participating Organization
(MBE, WBE, Organization for the Blind, Sheltered Workshop, or SDVE)

Date
(Dated no earlier than the RFP
issuance date)

n/a

EXHIBIT J, continued

DOCUMENTATION OF INTENT TO PARTICIPATE

SERVICE-DISABLED VETERAN BUSINESS ENTERPRISE (SDVE)

If a participating organization is an SDVE, unless the Service-Disabled Veteran (SDV) documents were previously submitted within the past five (5) years to the Division of Purchasing (Purchasing), the vendor **must** provide the following SDV documents:

- a copy of the SDV's award letter from the Department of Veterans Affairs or a copy of the SDV's discharge paper (DD Form 214, Certificate of Release or Discharge from Active Duty), AND
- a copy of the SDV's documentation certifying disability by the appropriate federal agency responsible for the administration of veterans' affairs.

(NOTE: The SDV's award letter, the SDV's discharge paper, and the SDV's documentation certifying disability shall be considered confidential pursuant to subsection 14 of section 610.021, RSMo.)

The vendor should check the appropriate statement below and, if applicable, provide the requested information.

- ☐ No, I have not previously submitted the SDV documents specified above to the Purchasing and therefore have enclosed the SDV documents.
- ☐ Yes, I previously submitted the SDV documents specified above within the past five (5) years to the Purchasing.

Date SDV Documents were Submitted: _____

Previous **Proposal/Contract Number** for Which the SDV Documents were Submitted:

(if applicable and known)

(NOTE: If the proposed SDVE and SDV are listed on the Purchasing SDVE database located at <http://content.oa.mo.gov/sites/default/files/sdvelisting.pdf>, then the SDV documents have been submitted to the Purchasing within the past five [5] years. However, if it has been determined that an SDVE at any time no longer meets the requirements stated above, the Purchasing will remove the SDVE and associated SDV from the database.)

FOR STATE USE ONLY

SDV Documents - Verification Completed By:

Buyer

Date

EXHIBIT K, continued

Complete the following if you DO NOT have the E-Verify documentation and a current Affidavit of Work Authorization already on file with the State of Missouri. If completing Box B, do not complete Box C.

BOX B - CURRENT BUSINESS ENTITY STATUS

The
I certify that L.I.G.H.T. House (Business Entity Name) MEETS the definition of a business entity as defined in section 285.525, RSMo pertaining to section 285.530.

Russell L. Martin
Authorized Business Entity Representative's
Name (Please Print)

R Martin
Authorized Business Entity
Representative's Signature

The L.I.G.H.T. House, Inc.
Business Entity Name

02/25/2016
Date

Russell.Martin@MBCH.org
E-Mail Address

As a business entity, the vendor must perform/provide each of the following. The vendor should check each to verify completion/submission of all of the following:

- ☒ - Enroll and participate in the E-Verify federal work authorization program (Website: <http://www.uscis.gov/e-verify>; Phone: 888-464-4218; Email: e-verify@dhs.gov) with respect to the employees hired after enrollment in the program who are proposed to work in connection with the services required herein;

AND

- ☒ - Provide documentation affirming said company's/individual's enrollment and participation in the E-Verify federal work authorization program. Documentation shall include EITHER the E-Verify Employment Eligibility Verification page listing the vendor's name and company ID OR a page from the E-Verify Memorandum of Understanding (MOU) listing the vendor's name and the MOU signature page completed and signed, at minimum, by the vendor and the Department of Homeland Security - Verification Division. If the signature page of the MOU lists the vendor's name and company ID, then no additional pages of the MOU must be submitted;

AND


- ☒ - Submit a completed, notarized Affidavit of Work Authorization provided on the next page of this Exhibit.

EXHIBIT K, continuedAFFIDAVIT OF WORK AUTHORIZATION:

The vendor who meets the section 285.525, RSMo, definition of a business entity must complete and return the following Affidavit of Work Authorization.

Comes now Russell L. Martin (Name of Business Entity Authorized Representative) as President (Position/Title) first being duly sworn on my oath, affirm The L.I.G.H.T. House (Business Entity Name) is enrolled and will continue to participate in the E-Verify federal work authorization program with respect to employees hired after enrollment in the program who are proposed to work in connection with the services related to contract(s) with the State of Missouri for the duration of the contract(s), if awarded in accordance with subsection 2 of section 285.530, RSMo. I also affirm that The LIGHT House (Business Entity Name) does not and will not knowingly employ a person who is an unauthorized alien in connection with the contracted services provided under the contract(s) for the duration of the contract(s), if awarded.

In Affirmation thereof, the facts stated above are true and correct. (The undersigned understands that false statements made in this filing are subject to the penalties provided under section 575.040, RSMo.)

<u></u>	<u>Russell L. Martin</u>
Authorized Representative's Signature	Printed Name
<u>President</u>	<u>02/25/2016</u>
Title	Date
<u>Russell.Martin@MBCH.org</u>	<u>549272</u>
E-Mail Address	E-Verify Company ID Number

Subscribed and sworn to before me this 25th of February, I am
(DAY) (MONTH, YEAR)
 commissioned as a notary public within the County of St. Louis, State of
(NAME OF COUNTY)
Missouri, and my commission expires on 6/18/17.
(NAME OF STATE) (DATE)

<u></u>	<u>2-25-16</u>
Signature of Notary	Date

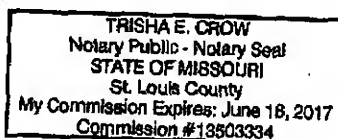


EXHIBIT L

Certification Regarding
Debarment, Suspension, Ineligibility and Voluntary Exclusion
Lower Tier Covered Transactions

This certification is required by the regulations implementing Executive Order 12549, Debarment and Suspension, 29 CFR Part 98 Section 98.510, Participants' responsibilities. The regulations were published as Part VII of the May 26, 1988, Federal Register (pages 19160-19211).

(BEFORE COMPLETING CERTIFICATION, READ INSTRUCTIONS FOR CERTIFICATION)

- (1) The prospective recipient of Federal assistance funds certifies, by submission of this proposal, that neither it nor its principals are presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participation in this transaction by any Federal department or agency.
- (2) Where the prospective recipient of Federal assistance funds is unable to certify to any of the statements in this certification, such prospective participant shall attach an explanation to this proposal.

The L.I.G.H.T. House, Inc.

Company Name

DUNS # (if known)

Russell L. Martin

Authorized Representative's Printed Name

President

Authorized Representative's Title



Authorized Representative's Signature

February 23, 2016

Date

Instructions for Certification

1. By signing and submitting this proposal, the prospective recipient of Federal assistance funds is providing the certification as set out below.
2. The certification in this clause is a material representation of fact upon which reliance was placed when this transaction was entered into. If it is later determined that the prospective recipient of Federal assistance funds knowingly rendered an erroneous certification, in addition to other remedies available to the Federal Government, the Department of Labor (DOL) may pursue available remedies, including suspension and/or debarment.
3. The prospective recipient of Federal assistance funds shall provide immediate written notice to the person to which this proposal is submitted if at any time the prospective recipient of Federal assistance funds learns that its certification was erroneous when submitted or has become erroneous by reason of changed circumstances.
4. The terms "covered transaction," "debarred," "suspended," "ineligible," "lower tier covered transaction," "participant," "person," "primary covered transaction," "principal," "proposal," and "voluntarily excluded," as used in this clause, have the meanings set out in the Definitions and Coverage sections of rules implementing Executive Order 12549. You may contact the person to which this proposal is submitted for assistance in obtaining a copy of those regulations.
5. The prospective recipient of Federal assistance funds agrees by submitting this proposal that, should the proposed covered transaction be entered into, it shall not knowingly enter into any lower tier covered transaction with a person who is debarred, suspended, declared ineligible, or voluntarily excluded from participation in this covered transaction, unless authorized by the DOL.
6. The prospective recipient of Federal assistance funds further agrees by submitting this proposal that it will include the clause titled "Certification Regarding Debarment, Suspension, Ineligibility and Voluntary Exclusion - Lower Tier Covered Transactions," without modification, in all lower tier covered transactions and in all solicitations for lower tier covered transactions.
7. A participant in a covered transaction may rely upon a certification of a prospective participant in a lower tier covered transaction that it is not debarred, suspended, ineligible, or voluntarily excluded from the covered transaction, unless it knows that the certification is erroneous. A participant may decide the method and frequency by which it determines the eligibility of its principals. Each participant may but is not required to check the List of Parties Excluded from Procurement or Nonprocurement Programs.
8. Nothing contained in the foregoing shall be construed to require establishment of a system of records in order to render in good faith the certification required by this clause. The knowledge and information of a participant is not required to exceed that which is normally possessed by a prudent person in the ordinary course of business dealings.
9. Except for transactions authorized under paragraph 5 of these instructions, if a participant in a covered transaction knowingly enters into a lower tier covered transaction with a person who is suspended, debarred, ineligible, or voluntarily excluded from participation in this transaction, in addition to other remedies available to the Federal Government, the DOL may pursue available remedies, including suspension and/or debarment.

EXHIBIT M**MISCELLANEOUS INFORMATION****Outside United States:**

If any products and/or services offered under this RFP are being manufactured or performed at sites outside the United States, the vendor MUST disclose such fact and provide details in the space below or on an attached page.

Are any of the vendor's proposed products and/or services being manufactured or performed at sites outside the United States?	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>
If YES, do the proposed products/services satisfy the conditions described in section 4, subparagraphs 1, 2, 3, and 4 of Executive Order 04-09? (see the following web link: http://s1.sos.mo.gov/CMSImages/Library/Reference/Orders/2004/eo_04_009.pdf)	Yes <input type="checkbox"/>	No <input type="checkbox"/>
<p>If YES, mark the appropriate exemption below, and provide the requested details:</p> <p>1. <input type="checkbox"/> Unique good or service. • EXPLAIN: _____</p> <p>2. <input type="checkbox"/> Foreign firm hired to market Missouri services/products to a foreign country. • Identify foreign country: _____</p> <p>3. <input type="checkbox"/> Economic cost factor exists • EXPLAIN: _____</p> <p>4. <input type="checkbox"/> Vendor/subcontractor maintains significant business presence in the United States and only performs trivial portion of contract work outside US. • Identify maximum percentage of the overall value of the contract, for any contract period, attributed to the value of the products and/or services being manufactured or performed at sites outside the United States: _____%</p> <p> • Specify what contract work would be performed outside the United States: _____</p>		

Employee/Conflict of Interest:

Vendors who are elected or appointed officials or employees of the State of Missouri or any political subdivision thereof, serving in an executive or administrative capacity, must comply with sections 105.450 to 105.458, RSMo, regarding conflict of interest. If the vendor or any owner of the vendor's organization is currently an elected or appointed official or an employee of the State of Missouri or any political subdivision thereof, please provide the following information:	
Name and title of elected or appointed official or employee of the State of Missouri or any political subdivision thereof:	N/A
If employee of the State of Missouri or political subdivision thereof, provide name of state agency or political subdivision where employed:	N/A
Percentage of ownership interest in vendor's organization held by elected or appointed official or employee of the State of Missouri or political subdivision thereof:	0 %

EXHIBIT M, continued**Registration of Business Name (if applicable) with the Missouri Secretary of State:**

The vendor should indicate the vendor's charter number and company name with the Missouri Secretary of State. Additionally, the vendor should provide proof of the vendor's good standing status with the Missouri Secretary of State. If the vendor is exempt from registering with the Missouri Secretary of State pursuant to section 351.572, RSMo., identify the specific section of 351.572 RSMo., which supports the exemption:

N00042880	The L.I.G.H.T. House, Inc.
<i>Charter Number (if applicable)</i>	<i>Company Name</i>
If exempt from registering with the Missouri Secretary of State pursuant to section 351.572 RSMo., identify the section of 351.572 to support the exemption:	

My Baby's First Teacher®™

Facilitator's Guide



Introduction

If you are reading this you are about to begin your training as a My Baby's First Teacher® Facilitator. Congratulations! You will have an enormous influence on the lives of the mothers, soon to be mothers and the caregivers of very young children and their babies. This program is designed as a self teaching module but support is available to you at any time. The recommendations for the set up of the My Baby's First Teacher® program are suggestions and you can feel free to adapt them in ways that work for your families, your agency and your individual needs. Items in **BOLD** should not be changed as they are considered integral to the core learning goals of the program. Thank you for your work with those who care for our youngest children. They are the future!

From the book, "The Sea is So Wide and My Boat Is So Small: Charting a Course for the Next Generation", by Marian Wright Edelman:

*"God, we have pushed so many of our children
Into the tumultuous sea of life
In small and leaky boats without survival gear and compass.
Forgive us and help them to forgive us.
Help us now to give all our children the anchors of faith and love, the rudder of hope
The sails of health and education
And the paddles of family and community
To keep them safe and strong when life's seas get rough."*

My Baby's First Teacher® - Overview

My Baby's First Teacher® is an educational curriculum designed for at risk mothers to teach the importance of the role of a primary caregiver during the first year of life. The course provides new mothers or others caring for very young children skills and information related to infant brain development. If practiced, these skills will enhance caregiver/child bonding. This early bonding will create a foundation with an infant that can build a positive connection to last throughout the child's life.

By helping mothers or other primary caregivers to see themselves as 'teachers', we are helping them to understand the important role they play in shaping the infant's early brain development. Knowledge, experience and attitude towards learning takes place during the important first year of life and has broad implications for later life success.

This course will strengthen the caregiver/infant bond by providing an understanding of current brain development research as relates to infant experience. Through observing other mothers in videotaped lessons, receiving quality toys and parenting accessories, and practicing new behaviors within a group setting of their peers, caregivers have shown to increase their attention to their baby's development and begin to understand these simple activities as important to their baby's future. The primary goal of this program is to promote a change in perspective toward the importance of the first year. Shifting attention to the first year builds bonds during a crucial stage in parenting.

This change in perspective influences the caregiver/infant relationship in subtle but profound ways and can provide an infant with a better foundation for healthy development throughout their life. It will act to provide resilience and protection against exposure to the severe toxic stress inherent in the lives of many young children living in high risk settings.

A recipient of this training does not need to fully understand all the terms of each concept taught in order for the training to have been successful. The goal is a simple change in perspective and attitude through exposure to child observation and development information in a structured, supportive setting. Providing a relaxed and informal opportunity for one to one interaction with their babies without distractions, showing examples of peer success, providing materials for daily use and reinforcing the practice of new positive behaviors, has been shown to impact attachment and core parenting attitudes. A simple shift in thinking about the importance of the first year may be all that is necessary for dramatic improvements in the caregiver/child relationship.

Getting Started – Step by Step

Your agency has chosen you to be the **My Baby's First Teachers** Facilitator and to oversee all aspects of the program. Following are your responsibilities.

- It is suggested that you read through all the written materials, view the entire video and then re-read the materials.
- Select the group participants.
- Meet with each participant individually to explain the program fully, review the contract for attendance and sign, and together fill out the pre (and later, the post) interview questions.
- Arrange sibling child care in the Bright Space or other child friendly room for the times and dates the class will be held.
- Reserve a suitable room to hold the classes with assurance of a *clean* floor and space large enough for 8-10 adults with babies on blankets.
- Provide a TV/DVD to be available in the space for each class.
- Prior to beginning the sessions, arrange a full staff meeting to show the chapter on the DVD entitled Staff Training to all and facilitate discussion.
- Order the participant gifts/toys in advance of the first class.
- Facilitate all sessions and remind participants to bring the baby blanket and toys to every session. Reinforce practicing behaviors between sessions.
- Ensure post session data is completed and mailed.
- Create a graduation event and award diplomas.

My Baby's First Teacher® Curriculum includes:

- **A DVD** with the following chapters:

Chapter 1- Overview and History

Chapter 2- Introductions

Chapter 3- Staff Training

Chapter 4- Lesson One- Brain Development and Tummy Time

Chapter 5- Lesson Two- Oral Motor Development and Reading

Chapter 6- Lesson Three- Touch, Massage and Baby Carriers

Chapter 7- Lesson Four- Cause and Effect, Movement

Chapter 8- Lesson Five- Congratulations and Graduation

- **A Facilitator's Guide** to assist the facilitator to set up and manage all aspects of the My Baby's First Teacher © program and to provide the information for all the basic lessons. There is additional material to support each lesson, talking points and potential questions and responses that the facilitator may encounter during the group.
- **A list of the 'gifts'** for each lesson is included along with ordering information. The materials have been bundled with one vendor for your convenience.
- **Participant Contracts** will outline expectations for successful participation in the program. The contract will include the participant's agreement to attend all sessions, practice new skills between classes and complete pre and post testing.
- **Pre and Post testing materials** will be administered by the facilitator individually for each participant and sent in a postage paid envelope after completion of program session.
- **Diplomas** will be given to successful participants upon completion of My Baby's First Teacher®.

Basic Goals and Objectives:

Goal:

Understanding that the first year of life is important for brain development

Learning Objective:

Caregiver will observe their child's behavior as purposeful and important toward further developmental milestones.

Goal:

Understanding that the caregiver's actions toward their infant child have a significant impact on their child's lifelong development

Learning Objective:

Caregiver will practice the new behaviors that they learn in class at least one time.

These are the most important goals and objectives of the My Baby's First Teacher® program. Quality relationships between a child and their primary caregiver have been shown to significantly improve a child's resilience and reduce the effects of stress on a child's brain. Understanding the importance of the first year and trying new behaviors with their child will build that relationship and have a positive impact on the child's future development.

As the facilitator of My Baby's First Teacher® your goal is to show the video that will present information and lead discussions with parents about the new concepts that they have seen presented. Observations of their own infants using the new toys and accessories will drive those discussions. Although the information you will present is simple, the new concepts require behavior changes which may be difficult in light of the many challenges facing caregivers in a group living situation. Rules and requirements can feel overwhelming and unreasonable. Your job is to help the caregiver understand why these behavior changes are important and facilitate strategies for how to build them into their daily lives.

Curriculum

The curriculum consists of four classes with a fifth meeting for a graduation celebration. Each session begins with a video presentation of the lesson's basic concepts. The video pauses at various intervals and suggests questions for the group in order for you to generate discussion. This allows you to reinforce the information presented in the video. Each video introduces a developmental toy or accessory appropriate to the topic which you will distribute to the caregivers. Mothers are encouraged to engage their infants with the toy as the video continues. At the end of the video the caregivers are asked to use the toys or accessories and **try out the new behaviors they have learned at least one time during the week.**

Session 2 thru 4 will begin with a short review of the previous lesson. Your role is to ask questions and seek comments from the mothers about their infants' reactions when they tried the newly learned behaviors from the previous session.

Acknowledge the difficulty of implementing these changes given their unique living environment, the hectic nature of their lives and any other challenges that they encounter. Remind them that small behavioral changes can make a big difference for their child.

Over the course of the program strive for group bonding. Some food or snack at the beginning of the session has shown to be helpful to encourage attendance, relaxing the mothers and generating conversation.

Forming the Group

Choose parents who have newborns to one year olds or are pregnant. Seven to ten mothers with their infants seems to be the ideal size but group size will be driven by your unique setting. Our goal is to provide the mothers with an opportunity to have *undistracted* time with their babies, therefore **child care must be provided for the siblings** during the group time. They need not be first time parents, as they can learn new concepts to apply to their other children. Meet with the parent individually to explain the group and the expectations. Sign the contract after reviewing it and answering questions. Complete the Pre-class interview questions to capture the demographics and current knowledge base. Read each question to the caregiver and explain as needed. You will have this individual interview with the participant after the last class to re-administer the questionnaire and to discuss any feedback or individual goals.

Gifts

Make sure to order the gifts in advance to ensure their availability for the class. Each lesson is designed to incorporate the accessory/toy into the concept being presented. Distribute the gift to all the parents at the same time as suggested from the video. The gifts are chosen because they will enhance the experiences taught during the class and allow the opportunity to repeat the behaviors after the class. Spend some time each session just watching the infants as they use their new toy to assist the mothers in the discovery of the individuality of their baby.

Guidelines

Meet with the caregivers prior to the first session. **Participants must make a commitment to attend all the sessions.** Build this commitment in to other goals and objectives they may be working on for overall program success. If they have to miss a session try to meet with them between classes to review the material that was presented during the class they missed. Explain to them the importance of their agreement to try out the new behaviors they are learning *at least one time* between sessions. **Cell phones must be turned off during class time.**

The In-House Staff

Everyone who works in your agency is a potential support person and model for the caregivers in your program. The messages sent by staff, verbal and non-verbal, will impact parents as they learn and practice this new information. For many parents and professionals this information is not common knowledge. Educating your staff is critical in order for them to reinforce the learning and the behaviors you hope will result from this program. The staff need to understand the importance of these simple behavioral changes and how they can impact the lives of the children they serve. Provide this training as well as opportunities for discussion. These concepts may fly in the face of some cultural norms held by the staff. Unless the staff understands and acts as advocate for these behaviors, your work may be undermined and the caregivers given mixed messages.

Review the training video with your entire staff and facilitate the questions at the end of each lesson with them.

Data Collection

In order to better understand the effectiveness of this training we are asking you to help us with data collection. Please follow these simple steps.

Step One

Meet individually with each participant, read through and answer the questions together assisting with comprehension and articulation skills. Have all participants complete the "Curriculum Knowledge Questionnaire" *BEFORE* any discussions at the start of the first class. Ask all staff to complete this form as well *BEFORE* viewing the Facilitator Training video so we can evaluate the impact on the overall agency culture.

Step Two

Meet individually with each participant, read through and answer the questions together assisting with comprehension and articulation skills. Have all participants complete the "Curriculum Knowledge Questionnaire" *AFTER* the last class. Ask all staff to complete this form as well *AFTER* viewing the Staff Training video, so we can evaluate the impact on the overall agency culture.

Step Three

Submit these completed questionnaires to the address on the following address. A stamped, addressed envelope is included in your curriculum materials.

Send data to :

Ileen Henderson

135 Lismore Avenue

Glenside, PA 19038

Let's Get Started!

Each session is organized as follows: an overview of information presented in the video, additional supplementary developmental information, primary learning goals, a step by step leader's guide for facilitating that session and sample questions and responses for the discussion.

Session One

Infant Brain Development and the Importance of Tummy Time

Lesson One- Part 1- Brain Development: Building the Foundation for Learning

Throughout pregnancy a baby's brain is growing and developing. Good nutrition during pregnancy results in a healthier brain at birth. A child's positive experiences through the early years of life have a lasting impact on the healthy development of the brain. Although genes supply much of the basic design of the brain, early life experiences shape the process of development. Like the foundation of a house, the experiences that a baby has during the first year provide a strong or weak structure for future learning to build upon.

A *neuron* is the basic building block of the brain. At birth the baby has billions of these neurons. Neurons are the *potential* for a baby to learn. When a baby has experiences the neurons send electrical signals to each other and they form connections or circuits called synapses. A synapse is the *connection between two neurons*, which happens through experience. Learning happens when the neurons connect with each other.

The fundamental message to the caregivers is that this first year is the most important time for brain growth and that it is very influenced by what a caregiver *does* with their child and the *connection* they make with their child.

The teaching toy that comes with your My Baby's First Teacher © curriculum has colored balls interconnected with colored strings. The balls move across the strings to connect with other balls creating a network that holds the ball together. The balls represent the neurons or *potential* that the baby is born with and the strings that connect the balls represent the synapses or *experiences* that are provided to the child by the caregiver which will build the brain's size and strength. Pass around the toy as you describe the way the brain works so that the parent/caregiver can hold it and move the balls (neurons) back and forth across the strings (synapses) to reinforce what you have been describing. Although not a scientific model, it gets the essential message across and can be easily understood. Throughout the class you can refer to the neurons and synapses, as the *potential* and the *experiences* for learning and show the connections to reinforce your points.

It is important to connect the role of the parent with the *synapse*, the *opportunity* to learn. The parent becomes their baby's first teacher by providing those opportunities to connect the neurons and therefore grow the brain. If there are no experiences to connect the neurons, the brain will prune them back, and these neurons will be gone forever, possibly affecting the baby's potential learning opportunities in the future.

The brain's ability to protect itself is often referred to as *resilience*. This is the baby's *ability to defend itself against the stress and trauma* that is often a part of the lives of the mothers and children we serve. This stress causes the secretion of a hormone, called cortisol, which can damage the brain and alter the baby's ability to develop to his or her full potential. Building a strong relationship with their primary caregiver through shared positive experiences will strengthen the baby's ability to defend against the damage that can be caused by this toxic stress.

Goal's of Lesson One- Part One- Brain Development

1. Each member of the group will understand that a parents' opportunity to support their baby's learning begins during pregnancy, through good nutrition and healthcare and at birth, through the way they connect with their infant.
2. Members will understand the basic concept that the child has the potential to learn (neurons) at birth and that they need to be given multiple sensory experiences to make brain connections (synapses) or the brain will prune away those neurons forever.
3. Members of the group will understand that the primary caregiver is the baby's first teacher who will provide the sensory experiences and thereby effect their current and future development.



Leaders' Notes

- It is suggested that this chapter be reviewed before each subsequent lesson. A brief review of the importance of early brain development is key to maintaining these new behaviors. Repeat the core information before and after every lesson as people typically remember the first and last thing they hear when learning new material. Set up chairs in a circle and begin introductions. Review the contracts with all participants ensuring that they understand their commitment to come to every session and to try the new behaviors between classes. Ask about any concerns they have about their ability to follow through with these commitments.
- Explain the format for each class beginning with the video and then moving to their own group discussions.
- Distribute the baby blanket gift after viewing the video. Explain that the blanket and all gifts should be brought to each future class.
- Distribute the mouth toys after viewing that section of the video.
- Use the discussion questions to begin your conversations but follow the interests of the group.

Discussion Questions

As this is the first lesson and the most unfamiliar information, the group may not have a lengthy discussion about brain development. The following questions may or may not engage the group in conversation. Do not be concerned if there is limited enthusiasm for this topic at this time. This content will be put into context as the group observes their infant responses to new experiences.

1) Have you ever wondered why some children enter school on their first day with lots of confidence and are more successful than others?

Response: When a child has many sensory experiences that stimulate the brain's neuron and synapse development, they have been given the opportunity to explore and gain information about the world. This gives them a base on which to build new learning

2) How do you think the baby's brain is like a computer or smart phone and how is it different?

Response: Like a computer or smart phone, the baby's brain needs data to be added in order to perform tasks or solve problems. A phone cannot call a number until that number is entered and then that learned information can be retrieved as needed. This new data for the brain is created when the child is encouraged to have new experiences and synapses connect neurons to provide the brain with new information. Unlike a computer the baby's brain responds best to a personal and emotional connection to another person. By observing and responding to the caregiver's facial expressions, language and emotional bond the brain grows.

3) How does experience and repetition affect inherited abilities?

Response: Some people are born with talents and abilities inherited from parents or grandparents. These strengths may lie dormant until they are used and cannot be perfected without practice and further training. As a baby's first teacher, a caregiver gives their child opportunities to develop inherited abilities when they allow them to try new things and to practice and repeat behaviors.

Lesson One Part Two- Tummy Time

The Importance of Tummy Time

A baby on their belly is in the perfect position to receive a huge amount of sensory data. Just like a scientist, the infant takes this information in primarily through the senses; first, through their mouth, using the tongue, lips and gums to get more information about the things the baby encounters. Input also enters the brain through the hands and feet, eyes, ears, nose and skin. All of the baby's senses are engaged as they encounter their world safely on their tummy. From this position the infant brain is able to gather and connect all the information to sort and organize their world and allow for maximum growth of the brain. Neurons connecting through these experiences create brain growth.



Because of the challenges of life in a shelter and having multiple children, many of our clients use strollers and car seats to transport their babies and to manage their children's behavior. This has led to many young babies spending much of their time in restraint throughout the day. Inhibiting an infants' ability to strengthen their body and to take in information freely can limit physical development, self esteem and feelings of competence. Encouraging mothers to take babies out of restraint and put them onto their bellies takes on an especially high priority for those working with at risk mothers and their children.

One effective way to get babies out of restraint (stroller, car seat, etc,) is to place the baby on a clean, safe surface on their tummy where they are free to explore their body's capabilities. This is called **tummy time**. One of the first important learning experiences that a parent can provide for their infant is the opportunity to move. In addition to having access to information, tummy time allows the baby opportunities to strengthen the neck, shoulders and back and to begin to push up with the arms to build core strength. As this strength grows the baby will learn to crawl and more of the world will open up to baby.

Tummy time experiences are like food for the baby's brain. By providing this simple opportunity, lying on their belly without restraint, information the brain receives can be applied to prior experiences. For example, the texture, temperature and color of the surface the baby is placed on, is all data that the brain will absorb and connect with information it has received from other experiences. The infant brain will begin to put this information into categories; for example, things that are the same, things that are different, etc.

Providing toys and playing games while the baby is in this position will enhance the potential for brain growth and development. Observing a baby's behavior, engaging in play and responding to the baby's cues can come naturally while an infant is engaged in tummy time. This parent/child interaction builds the important relationships that create attachment and enhance resilience. \

There are many ways to provide tummy time in addition to putting a baby directly on the floor on their tummy. If a caregiver lies against a pillow and holds a baby on their torso, the baby will be in a tummy time position. Using a 'football carry' by supporting the baby's chest with the hand and forearm is another way to provide the opportunity for a baby to support their head and neck. Other techniques are described in the video. Other resources appear at the end of the Guide for further information.

The Back to Sleep Program, which advises caregivers to put their babies on their backs to go to sleep and not to clutter their crib with soft toys or blankets, has been taught to many new parents over the last ten years. It has been *very effective* to reduce the incidence of SIDS and other infant deaths due to suffocation etc. and participants are advised to *continue following that directive with their newborns*.

When babies are *awake and supervised*, it is useful to remember that they also need to be on their 'bellies to play' so that they can build their physical and cognitive skills in that position. Remember: caregivers **should always supervise their babies** when they are on their belly. *Back to Sleep/Belly to Play* is a way to describe this concept.

Goals for Session One- Part Two- Tummy Time

1. Group members will understand that tummy time enhances brain development by providing opportunities to teach infants through sensory experiences.
2. Participants will learn that tummy time can build bonds between mothers and babies through interaction, eye contact and responding to the child's cues.
3. Group members will understand that tummy time strengthens the baby's neck, spine, arms and legs in preparation for crawling and walking.
4. Members will understand the meaning and importance of both the 'Back to Sleep' program and the 'Belly to Play' concept.



Leaders' Notes

- Mothers are asked to sit on the floor while their baby is on the blanket. This may take some mother's time to adjust. Ensure that the floor is clean prior to the class; perhaps provide rugs or additional support for mothers with difficulty. Sitting close to the baby becomes more important at each session and may take some encouragement from you.
- Spend time with the mothers observing and enjoying the babies with their new blankets.
- Remind caregivers to bring the blanket to each session.

Questions and Responses

1. How can I put my baby down on the floor when it is very dirty? Even with a blanket I am afraid there will be germs or bugs.

Response: This concern is very real and can be a genuine problem. You may need to find one clean safe surface, like a padded blanket or clean sheet, to use in your room, outside on the grass or in the Bright Space or playroom to provide tummy time regularly. You can also use your lap, your chest or your forearm, to position your baby so that they are on their stomach and are holding their head and neck erect. Some children enjoy this more than typical tummy time and it has the same effect.

2. What do I do if my baby doesn't like being on their belly? They cry and get angry every time I put them down that way.

Response: Babies need to get used to new experiences a little at a time. Put your baby on their tummy for short periods. If they become fussy, encourage them to push past this frustration for a short time. Talk to them in an encouraging and loving voice. Tell them you know tummy time is hard work and that you are proud of them for trying. Pick them up and give them a hug *before* they begin to cry hard. Do this on a regular basis and increase the amount of time they spend on their tummy. They will begin to build up their strength and will start to enjoy the toys you give them while they are on their tummy as well as the attention from you that makes them feel good about themselves.

3. I often forget to put my baby on their belly because the day is so busy. Next thing I know it is evening. How can I remember?

Response: Because you will be diapering your baby all day long, you can turn your baby over on to their tummy after a diaper change for a few seconds or minutes. They will begin to expect it and this will give you positive time with them while you are talking and playing in a safe and clean area. ***Never leave your baby alone in a high place.*** If they cry, tell them how proud you are of their efforts and give them a hug. Also, there are other ways to provide tummy time such as using the 'football carry' as you walk with them, or lying on a pillow with your baby's body on your tummy or your lap. They will push up to see your face.

4. When I put my baby down on a blanket other parents and staff tell me to pick her up. What can I say to them?

Response: As your baby's first teacher you can also teach your friends and relatives about the importance of brain development. Show them all the things your baby is learning while on their tummy. Show them your excellent parenting skills.

5. When I put my baby on her belly, she immediately rolls on to her back. What can I do to keep her on her stomach?

Response: Baby's go from tummy to back as they learn about their body. Encourage time on back and tummy, as well as *creeping, crawling and pulling up*. They are all important stages of development which build the baby's brain and prepare them for walking. Help your baby to move in all ways and help them to repeat going from tummy to back and back to tummy. Give praise when they control their own body.

Reminder: Mothers must bring their blanket to every session.

Lesson One

Brain Development and Tummy Time

- **The first year of life is very important.**
- **A baby's brain needs experience.**
Mothers are teachers who can provide this experience.
- **Tummy Time is an important way to provide experiences, strengthen core muscles and build bonds**
- **Back to Sleep - Tummy to Play**

Session Two

Review of Session One

Review the information presented in Lesson One by showing the 'brain toy' and reminding the participants about the importance of brain development in the first year. As their baby's first teacher they are having a positive impact everyday on how their baby views the world. Remind parents that Tummy Time experiences are like food for the baby's brain. Discuss their experiences over the past week as they engaged in Tummy Time with their children.

Lesson Two- Oral Motor and Language Development

Part One: Oral Motor Development

A baby takes in information about the world through the senses. The mouth is the most well developed sense at birth and is the most important way a baby receives their earliest information. At birth a baby's survival depends on taking in food through their mouth. When a baby puts an object in their mouth, their lips, gums, and tongue are all engaged in seeking information. They bite, chew and suck to determine texture, taste, shape and temperature. This information helps the brain make connections between concepts and provides a base of information for later learning. Providing safe and clean objects for baby to put in their mouth is another way a parent can be a teacher for a child. When you give a baby a teething toy with many different textures, you are giving them the opportunity to take in new information and connect it with other information they have already experienced. This causes the brain to grow and develop.



Additionally, babies need to exercise the muscles of the mouth and tongue to begin to learn the basics of forming words to develop language. They learn these skills through watching a caregivers face to mimic the actions of the parent's mouth. The desire to mimic the caregiver begins at birth and the infant is most drawn to a caregiver's face, especially the eyes and mouth, to learn about the world. Making sounds, speaking words and singing are the best ways to teach a baby how to make those same sounds. Caregivers are encouraged to make consonant sounds that use the tongue and lips to provide a model for infants to mimic. They include La, Ma, Ta, Da. Mothers can point to objects as they describe them, as well as using their eyes as a cue to get a baby's attention.

When a baby exercises the tongue and lips, by watching a caregiver make sounds and imitating those sounds, they develop the ability to produce words clearly and will be better understood by others. This can make a profound difference during a child's early years, especially when they are starting group care and desire to communicate with others outside the family. A child who can be understood and can communicate their needs and thoughts, are perceived by peers and teachers in a more positive light and are rewarded with a better sense of self esteem which can have a profound influence on later life success.

Babies respond to tone of voice as well as to the volume and playfulness of a mother's early communication. Speaking harshly or using an angry voice can frighten the baby and cause them to limit their language engagement. Using a voice that varies in tone is very exciting and attractive to the infant. If a mother uses a sing song voice that sends a loving message, a baby responds through their eye contact and verbal engagement. This is often called baby talk or '*motherese*' and is a very important teaching tool the parent can use to convey early language. Singing to your baby or using singsong voices, playing with rhyming and using nonsense words is very important to brain and language development. The sound of the mother's voice is the most wonderful sound in the world.

Part Two: Language Development

Exposure to language begins before birth. A baby can hear their parent's voice in the uterus and will recognize that voice at birth. A caregiver needs to be responsive to the baby for optimal development. Crying is the baby's first attempt to communicate their needs. The response of a caregiver to that cry is the beginning of language development. The baby has used their cry to communicate a need and a caregiver has responded. This is the language of mothers and babies and is essential for all aspects of positive human development.

Comparing a parent-child conversation to a tennis game, batting the ball of language back and forth, can illustrate how an infant learns to listen and respond. The baby makes a sound, Ba, the parent responds, "Ba Ba Ba, baby. Yes, you are my sweet baby." This caregiver has taught their baby several things. "I am listening to you. I hear your sound and am repeating it to reinforce that it is a sound you will need as you grow. I am expanding the sound to connect it with a word that you will hear a lot and can imitate."



Language volleyball extends to reading. A caregiver reads words and baby listens and looks at the pictures. The baby connects the sounds with the picture in the book. As the child grows they will repeat the sounds they hear and learn the names of the things they see. Considerable research has shown that infants and children who are spoken to in conversation and engaged in verbal interaction with their caregiver have more advanced language skills. This is the best and easiest way for a caregiver to be their baby's first teacher and is one reason some children enter school and are more successful than others.

A Word About Breastfeeding

As a baby nurses they are given optimal mouth and tongue stimulation to enhance their beginning sound making. The typical body closeness, eye contact and motherese that goes along with the Breastfeeding process, make it the perfect approach as a baby's first teacher. There is considerable data to support the advocacy of Breastfeeding, particularly among at-risk populations. Starting the conversation during pregnancy is often best, if possible. Usually mothers who resist Breastfeeding have had or have had friends who have had, negative experiences. It is best to listen to the reasons a mother or mother to be is reluctant to Breastfeed, before beginning to lecture about the advantages. That enables you to address their individual concerns in a respectful way and they are more prone to listen when you do begin to share information about the advantages to mother and baby of Breastfeeding. Some reasons women give for hesitating about Breastfeeding are as follows: inability to produce enough milk for their baby, fear of breast shape distortion, inhibition about showing body in public, lack of comfort touching ones own body or bodily fluids, a previous pregnancy in which there was difficulty with the process, a lack of role models for the practice, etc. A list of benefits of breastfeeding follow. Breastfeeding provides the infant with Colostrum, which is secreted by the mother after birth and provides a wide range of benefits including immunity to many illnesses of early infancy. Breastfeeding is the single best way to enhance mother/child bonding and attachment. Breastmilk is free, always available, at the perfect temperature and never needs sterilization. Providing a peer mentor who has been a successful Breastfeeding mother in a similar life situation, to a pregnant women is usually the best way to impact this important decision. This is an important conversation to have even if there are no pregnant moms in the group as the information could impact decision making during a subsequent pregnancy and birth.

Goals for Session Two

1. Participants will understand that babies learn by putting things in their mouths.
2. The group will understand using sounds, motherese, singing, reading and conversing with their baby increases the child's ability to speak clearly. This will improve the infant's lifelong cognitive abilities.
3. The group will understand the benefits of breastfeeding and will have an opportunity to ask questions of each other and discuss their own views on the subject.

Oral Motor Development Leaders' Notes

- Begin the session with blankets on the floor and babies on their new blankets. Encourage caregivers to sit on the floor with their babies.
- Review the information on brain development and tummy time.
- Ask relevant questions about the participant's experiences using their blankets for tummy during the previous week. What barriers to success did they encounter?
- Ask the group to provide ideas and suggestions.
- ***View Chapter 5- Lesson Two- Oral Motor Development and Reading***
- After viewing the video distribute the mouth toys to the participants. Babies will enjoy the teething toys as your discussion progresses. Take a few moments to ask the group to watch their babies.
- Begin the discussion with questions for them about what they see.

Questions and Responses for Oral Motor Development

1. What kinds of objects do you notice your baby trying to put in their mouths? Why do you think this happens?
2. What things might keep you from letting baby put toys in their mouths? How can you avoid that problem?

Response: Although warm water and soap are the best ways to keep toys clean, carry sanitizing wipes in your bag and sanitizing the toys if they fall or are contaminated.

Language Development- Leader's Notes

- *View Chapter 5- Lesson Two- Oral Motor Development and Reading*
- Distribute the puppet books after viewing the teaching section of the video.
- Demonstrate how to wear the puppet and read the story.
- Encourage all mothers to read and play with their babies.



Questions and Responses for Language Development

1. What kinds of conversations can you have with your baby?

Response: You can talk to your baby while you are doing tasks such as diapering and feeding. Babies enjoy hearing your voice. They are learning the meanings of the words you use while doing tasks. You can sing about anything and use the motherese singsong voice whenever they start to fuss. You may see that your voice and eye contact alone will soothe your baby.

2. Do you sometimes feel silly talking babytalk when out in public with your baby?

3. What would keep you from talking, singing and making sounds with your baby?
4. Is there anything that might prevent you from reading to your baby everyday?
5. Are there ways that you can involve your older children in all these kinds of things?
6. Are there any barriers you can see to breastfeeding your baby? If you have chosen not to, can you share your reasons with the group?
8. Some caregivers will not have the ability to read themselves and may be uncomfortable with this lesson. If there are literacy issues, make note and address after class as appropriate.

Reminder: Mothers must bring their blanket to every session.

Lesson Two

Oral Motor Development and Language Development

- **A baby's mouth is how they take in information and learn**
- **Babies strengthen their tongue and lips by putting things in their mouths.**
- **Making baby sounds, singing and talking to baby improves their ability to speak clearly.**
- **Reading to a baby is the best way to teach them to read.**

Session Three : Touching, Closeness and Attachment

Review of Session One and Two

Review the information presented in Lesson One by showing the 'brain toy' and reminding the participants about the importance of brain development in the first year. As their baby's first teacher they are having a positive impact everyday on how their baby views the world. Remind parents that Tummy Time experiences are like food for the baby's brain. Review key concepts about oral motor development, including the

importance of supporting a baby's need to put safe and interesting things in their mouths. Exercising their mouth, lips and tongue will greatly increase their ability to speak clearly and be understood when they start group care and school. Discuss their experiences over the past week as they engaged in communicating with their baby by using motherese, singing, and reading and playing with the puppet book.

Lesson Three- Part One- Touch

Just as babies put things in their mouths to discover qualities and attributes an infant's skin is also an important way for them to gather information. The quality of a caregiver's touch sends physical and emotional messages to the infant. If a baby is handled roughly, moved abruptly with no warning, or jerked by the arms there are implications for overall development. In contrast when a baby is verbally alerted before being moved, touched in a gentle and responsive way and held close to the body, skin to skin, bonding and connection are strengthened.

When an infant experiences a gentle, nurturing touch their response is typically to try to have that touch repeated by smiling, babbling and connecting with the caregiver. When the touch is unpleasant, rough or even painful, the infant attempts to avoid that touch through crying, lack of eye contact, and tensing the body. This can build a negative pattern of relating for both infant and caregiver. Negative touch and other stressful experiences cause the infant brain to secrete *cortisol*, a hormone that, in large quantities, can do great damage to the developing brain.



Massage

An easy way for caregivers to connect with their baby is massage. The benefits of massage are many. One of the most important benefits is to enhance the bond between the infant and the caregiver. Other benefits include:

- Massage reduces stress and relaxation for parent and infant.
- Massage promotes better sleep for the baby. A caregiver can include massage as part of the 'going to sleep' ritual.
- Massage facilitates awareness in the baby of their entire body through increased sensation during the nurturing touch.
- Massage improves the infant's skin condition through the addition of a moisturizing lotion. Advise caregivers to use natural oil rather than mineral oil.
- Massage increases blood circulation and can contribute to alertness and better overall health for the child.
- Massage is a great way to help digestion and relieve gas and constipation for the baby.
- Massage can act as pain relief by creating a distraction during teething or other times of discomfort.



- Massage builds parent's and baby's self-esteem through strengthening a connection between parent and infant.
- Massage helps caregivers learn about the individual needs and preferences of their baby. Caregivers are encouraged to make eye contact and stay in close touch with the baby's experience of the massage to build responsive, reciprocal interactions.
- Massage stimulates the production of Oxytocin in the caregiver. Oxytocin is a hormone which can be produced by both male and female persons during massage. It is useful as a pain reliever and has a calming effect on the person doing the massage. Oxytocin is also produced by mothers during breast feeding and builds strong attached feelings between the caregiver and child.
- Massage builds confidence in a caregiver's ability to care for their baby as they learn techniques to comfort, calm and soothe them.

Even in a group living environment, caregivers can create a setting that is personal and homelike. Starting a personal ritual within the family can soothe both the infant and any other children. Children of all ages can be taught massage and will enjoy the massage experience. Bedtime and bath time are perfect for this quiet family intimacy.



Closeness

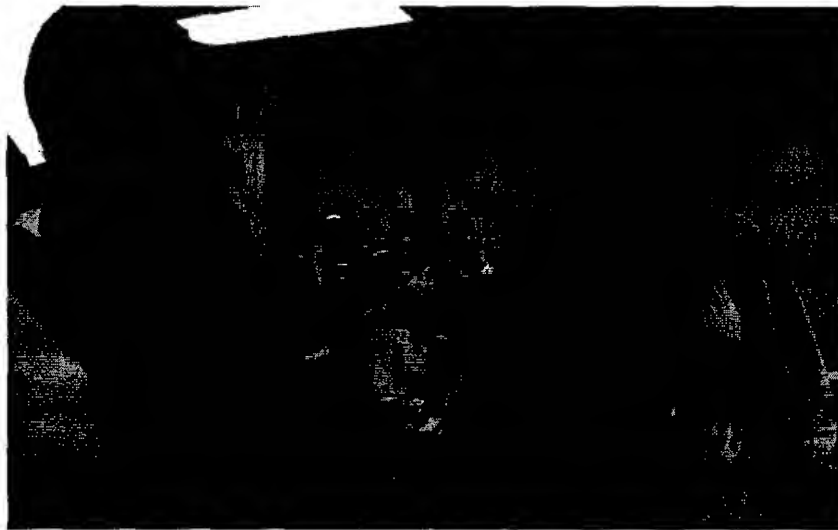
Lesson Three- Part Two- Closeness/ Advantages of using Baby Carriers

In many cultures babies are 'worn' throughout the day in order to allow caregivers to have their hands free to work or do other tasks. As an alternative to having babies in strollers or car seats, infants can be worn in baby carriers facing the caregiver for good eye contact and connection or facing out enabling the baby to observe what is going on around them.

In this lesson, caregivers are given a baby carrier. There are many advantages of a caregiver using a baby carrier. The mother can be free to move around and the baby will feel the caregiver's heartbeat, warmth, breathing, voice and movements. Baby carriers stimulate brain development, especially with small, weak or premature infants. Bringing the baby eye to eye with the caregiver allows for connection, conversation and eye contact which enhance bonding.

There are many practical benefits to using a baby carrier. A caregiver can attend to other children, talk with adults and perform some tasks while safely nurturing the developmental needs of their infant.

As we discussed in Lesson One, many of our clients use strollers and car seats to transport their babies and to manage their children's behavior. This has led to young children spending too much time in restraint throughout much of their day. Inhibiting infants' abilities to strengthen their bodies and to take in information freely can limit self esteem and feelings of competence. For these reasons getting babies out of restraint and into front carriers brings them closer to their mothers and allows the baby freedom to take in information.



Lesson Three- Part Three- Attachment

A strong attachment to the primary caregiver has been shown to lessen the harmful effects of stress on the infant brain and is a strong marker for lifelong success for the child. Awareness of the importance of loving touch for all children, especially babies, is an important key to building a strong bond with the baby. Trust and attachment will be built when a mother creates a bedtime or bath rituals for massage time. Wearing a baby close to the mother's body in a carrier also builds the bonds of attachment and has multiple benefits over time.



Goals of Lesson Three

1. The skin is how babies take in important information about their world.
2. Massage builds attachment between the caregiver and the infant.
3. The most important part of the massage experience is the quality of the mother's touch and her responsiveness to the baby's cues during the massage.
4. Wearing a baby in a carrier is a practical alternative to a stroller.
5. Learning about a baby's individual cues and responding to them is essential to attachment.

Leader's Notes

- Begin this session with babies on the floor on the blankets and with the teething toys and puppet books available to play. For this lesson caregivers will need to sit on the floor with their babies.
- Review the previous lessons beginning with brain development, tummy time, oral motor and language development. Discuss the successes and challenges the group may have experienced as they tried the new behaviors learned in the last class, reading, singing, conversing, etc.

Show My Baby's First Teacher video – Chapter 6- Lesson Three- Touch, Massage and Baby Carriers

- Discuss the video and ask caregivers if they are comfortable trying to massage their infants.
- Distribute massage oil. Your My Baby's First Teacher curriculum comes with 10 empty 4 ounce bottles. You will need to purchase a bottle of light olive oil at any supermarket and fill the small bottles prior to this class. Do not use nut oils as some people may have allergies. Traditional baby oils are usually mineral oils which close the pores and are not best for baby's skin.
- Demonstrate on the included doll to show how to hold the hands with gentle full pressure. The quality of the touch is much more important than the technique, so although the books provided teach basic strokes. Emphasize the slow, deliberate connection of the caregiver's hands on the skin and muscles of the baby's leg, arm or torso.
- Remind the caregivers often to keep eye contact and connection with their child. Following the baby's cues is very important. Some babies may show their discomfort by crying or moving away. Encourage the caregiver to stop, talk reassuringly to the child and wait until the child shows signs that they are ready to begin again.

- Many practitioners of infant massage teach caregivers to ask permission from the infant before proceeding to start a massage. Discuss this with the participants.

Questions for Discussion

1. Why do I need to ask my baby's permission before I begin massaging them? They do not understand anyway.

Response: *Babies understand more than you think.* Take the time to ask the baby's permission and make eye contact prior to touching them in such an intimate way. You will communicate to your child your respect for their personal space.

*Reinforcing the idea of respectful, consensual touch with children and adults may open important topics of discussion about barriers to massage that some participants may feel. Respectful responsiveness builds a quality in parenting called being 'in tune'. When a parent is 'in tune' to their infant they will be more connected to their toddler and their school age child. This is a core and fundamental quality of successful parenting.

2. Why is the type of oil I use to massage my baby important?

Response: Some oils are nut oils and some babies may react negatively to the nut oils. Some oils are petroleum based, like baby oil, and will not be absorbed into the baby's skin, but will sit on top of the skin and block the pores. Use the most natural oil you can find. A light olive oil is easy to find in the supermarket and will work well.

3. I am not comfortable in a front carrier because it hurts my back. What should I do?

Response: Make sure that your carrier is well adjusted to your size, provides support for both your spine and for the baby's spine. Sometimes it just takes getting used to the feeling. If you are not comfortable, then this may not be the best choice for you.

Lesson Three

Touch, Massage and Baby Carriers

- **Babies take in important information about their world through their skin**
- **Massage creates closeness with baby**
 - **Too much time in strollers and car seats can prevent babies from developing their full potential**
 - **Wearing a child in a carrier brings baby close and allows your hands to be free**

Session Four: As the Brain Grows: Cause and Effect and Movement

Lesson Four - Part One – Cause and Effect

An infant's brain grows and develops by connecting experiences and by testing information in new ways. Understanding what, when, where, how and why are the basis for intelligence and scientific knowledge. Activity and questioning assists development. Continuing to learn and be successful in school requires support and encouragement for experimentation from the primary caregiver in the first year.

The brain organizes many different ideas and thoughts in order to achieve small and large goals. This is called 'Executive Function'. The ability to prioritize what is most important, how to gather the needed information and how to stay focused on the task are all part of becoming a baby's first teacher. This type of thinking ability begins early and continues throughout a person's life. The better able a child is to focus their attention, organize the steps in a process and follow through with that process while avoiding distractions; the better able they are to function in our society. This means their success in school, ability to look for and get a job, hold a job and manage a home and family are improved. These early experiences help the baby's brain learn how to do this important organizational work.

As a baby's first teacher, caregivers need to understand the importance of providing infants with opportunities to explore, observe and touch safely. The natural desire to understand why or how something happens is a part of building curiosity and the creative qualities important to the success of school age children.



Cause and Effect

When an infant, child or adult feel that they have caused something to happen and had an effect on their environment they feel powerful. Having power over your world is something everyone craves and something that builds intelligence, self esteem and happiness. Many early toys give infants the experience of using their minds and bodies to cause a change in their environment and this is called cause and effect. When I shake this toy, it makes a sound. When I push this button, I see the clown pop up. When I cry, my mother picks me up. It is important for a baby's first teacher to provide and encourage cause and effect experiences. In order to have these experiences a baby must be unrestrained and able to move their body with opportunity and encouragement.

Movement

The infant has an intense need to move. When placed on their tummy, they lift their heads and kick their feet, all in preparation for creeping, crawling, pulling up and eventually, walking. This is a natural process and the more of these steps an infant can fully experience, the more skilled at movement they will become.

Often the stage between creeping and walking occurs at different paces with unique styles. Some babies use a *commando crawl* with their bellies dragging; some use a crab crawl, dragging one leg. The most important thing is for a baby's first teacher to encourage the movement process rewarding the infant's efforts with eye contact and encouraging words.

Crawling itself can be challenging in a group living setting but an effort should be made to find ways to encourage this important milestone. Crawling builds the brain in important ways. Crawling involves coordinating the left and right sides of the body while building the connection between the left and right sides of the brain. Sometimes this is referred to as 'crossing the midline' which is an extremely important milestone in a strong and healthy brain.

Although some babies skip the crawling stage naturally, many others are discouraged from crawling and instead early walking is encouraged. There is the misconception that walking sooner is better for the baby and indicates that they are developing more quickly. Skipping stages of development is rarely beneficial. Group living may make crawling difficult because surfaces may be dirty and unsafe. An easy way for a baby to practice crawling may be by creating a large, clean space using a sheet or fabric on the floor.



An Important topic: 'Spoiling'

The definition of spoiling is probably different for everyone. For some, it means that a baby or child will cry when they do not get their own way, have tantrums and be generally unpleasant. In reality, *in the first months of life, infants cannot be spoiled*. When the cries of a very young infant are defined as 'spoiling' the basics of brain development are not being considered. The first form of communication between mother and child happens through crying. Through those months the infant's developing brain is growing and they are learning about trust, power and survival. Crying is the infant's only form of communication with their caregiver. A caregiver learns the difference between cries; for hunger, for discomfort, for pain, even for boredom. All of these are important messages for the infant's developing intelligence, both cognitive and emotional. Based on the responsiveness of the caregiver to these messages, a baby will determine if they are safe and if they can trust the world. If a baby cannot trust the world, they feel stress. Their brain will secrete the hormone, cortisol, which at high levels is detrimental to optimal brain development. If a caregiver is responsive to the varied cries of their infant, the baby can relax and trust that their needs will be met. This trusting baby will actually cry less in the future.

In many situations a baby that cries when handed to a stranger presents a practical problem for a mother desperately in need of some time away from that baby. For this reason some caregivers, refuse to respond to their infant's cries, fearing that the response is teaching the child to be spoiled and not go to others easily. With a healthy bond between caregiver and child, the child *will* cry for a short time when another person substitutes for the caregiver. The baby is saying "I am attached to you, I love you and I don't want you to go away" which is a healthy and desirable response. The caregiver needs to acknowledge the cry at separation, assure the baby they are safe with this new person, depart and return to the child. The parent is building the infant's confidence and the infant will be less inclined to cry when it happens again. Eventually, the child will not exhibit excessive crying at separation because they are confident in themselves and in their caregiver's eventual return. This frees the baby to enjoy the new setting and experiences.

If an infant's needs are not met, and the parent does not respond to the messages of the child's cry, they will cry more. If they continue not to have their needs met the crying will eventually stop but the infant will develop a strong distrust of the world and feel powerless. When children (or adults) feel they have no power, they grab power in negative ways. A child whose early needs are met and who is encouraged to explore and experiment appropriately will likely become the youth that can be cooperative and successful in later life.

Goals for Lesson 4- Cause and Effect and Movement

1. The infant needs to engage in new experiences to grow the brain.
2. A caregiver will provide opportunities for an infant to engage in trial and error learning.
3. Crawling, pulling up and cruising are all important stages for the infant to experience. Parents should understand the importance of free, supervised movement experiences and find ways to provide them.
4. Parents should understand that a baby under six months cannot be spoiled. An infant who has a strong attachment to their caregiver is more independent and has more self esteem than one that is intentionally ignored.

Leader's Notes

- Begin this session with babies on the floor on the blankets and with the teething toys and puppet books available to play.
- Caregivers should sit on the floor with their babies. Review the previous lessons beginning with brain development, tummy time, oral motor and language development. Ask the mothers about their experiences with massage, creating a bed or bath time ritual and wearing their carriers.
- Discuss the successes and challenges the group may have experienced as they tried the new behaviors learned in the last class.
- For this lesson place sheets under the seating area with baby blankets and toys on top so babies can move freely within the circle.

Show My Baby's First Teacher video – Chapter 7- Lesson Four- Cause and Effect, Movement

- Distribute the cause and effect toys when appropriate and encourage mothers to play with them with their baby.
- Continue discussions about lesson content while babies play, pointing out examples of positive parenting and newly learned behaviors.
- After the video free play with mothers and babies is important



Playtime

- Put on music as background to play. Make sure the music is appropriate for young children and is not too loud to over stimulate the babies as they explore.
- Encourage caregivers to be sitting on the sheets with their babies and to play with them and watch them as they explore on their own and with the other babies.
- Encourage caregivers to talk to their babies and describe what they are doing and seeing as they play.
- Casual talk and discussions about real world issues are fine as long as there are no harsh tones or foul language during the play time.
- Continue to model the behavior you would like to encourage in the caregivers.
- Do not judge or criticize what or how they play with their baby. Only use positive words and tones to the caregivers about what they are doing and what they have learned.
- Continue until you feel it is time to clean up. Encourage everyone to help with the clean up time.

- Ask caregivers if they would like to have a continuing 'playgroup' time moving forward.

Questions and Responses

1. What if my sister won't babysit my child if they cry when I leave? She may say my baby is spoiled. I need time alone. What can I do?

Response: Spend some time with your sister and encourage her to interact with your baby while you are together. Talk to your baby in a soothing voice, make eye contact and reassure your baby that this is a safe place and that you will return. Do not sneak away from your crying baby as this can build more fear and distrust in the natural process of separating from your child. Responding to your child's cries on an ongoing basis will increase their confidence and trust in the world and this will translate to those people you trust with your baby. Explain brain development to your sister and to all of the important people in your child's life. This builds a supportive network surrounding your baby with people who can be her teacher.

2. What do I do if my baby is playing with a light cord or something dangerous like that? How can I still let them experiment? Shouldn't I smack their hand and say no!

Response: Make eye contact and speak in a firm way as you remove the danger from your baby's path. Substitute a safe toy or activity to distract them from what they were doing. The act of exploring should not be treated like bad behavior. As your child gets older you can show them why what they are doing is dangerous, explain how things work and give them safe ways to explore.

3. Does my baby need me to explain what is happening when they are involved in cause and effect play? They are so little, they will not understand.

Response: Your baby may not understand all of your words but they will understand the tone of your voice and they will grasp that you approve of the process of experimentation and support their curiosity and growing intellectual development.

4. How can I pay attention to my baby when I have older children who need me?

Response: It is always challenging to give attention to each child as they need you in different ways, at different times and often at the same time. Incorporate your older children into playtime with the baby, giving them toys to share and modeling a gentle touch and tone of voice. You will be teaching your older children about important parenting skills that they will need in their memory when they become parents themselves. Quality time

does not always have to be quiet, alone, one on one floor time, although it is great to try for that goal at least once a day, often after siblings are in bed. Quality time is defined as time that a parent is in genuine connection with their child and this is achieved every time a parent listens and responds to the cues of their child. Using a baby carrier can help time spent carrying baby to meals or other activities become positive body to body, eye to eye time. Eye contact and creating a personal connection will make each of your children, including your baby, feel special.

5. Sometimes my older child will be rough with my baby. I don't want to make him more jealous of the baby by scolding and punishing him. What can I do?

Response: Give big brother or sister jobs to do to help with baby, teach them how to touch gently and model by how you touch all of your children. Jealousy is common and natural but you have to protect your baby. Provide times alone with the older child so that you can give them the attention that they need.



Lesson Four

Cause and Effect and Movement

- **You cannot spoil a very young baby**
- **Babies need to learn through experimentation**
- **Crawling is an important part of development**

My Baby's First Teacher Graduation

- Your graduation certificates are included in your curriculum materials.
- Fill out names and dates and ask for signatures of the agency's most senior staff as well as your signature.
- Provide refreshments and seating for families in a stage-like arrangement.
- Provide music and create your own ceremony, perhaps having agency staff congratulate the participants and encouraging them to continue to follow through with this approach to parenting.
- Call each person's name and have them rise to receive their certificate.
- Applause and congratulations at end of ceremony will add to the pride caregivers should feel as they leave the party.
- Any additional motivators from the agency will encourage others to participate and will build leadership in the graduates. Possible ideas include:
 1. Give graduates a leadership role amongst their non graduate peers
 2. Provide additional child development training and materials and additional certificates as they are completed. Consider further early childhood training options for those who demonstrate a commitment to working with young children and families.
 3. Pair a graduate with the facilitator of the next My Baby's First Teacher session to act as a co-leader.
 4. Provide additional agency based incentives as participants are seen continuing to use the baby gifts and demonstrating their use of the materials.
 5. Take photographs of caregivers playing appropriately with their babies and print for them. They can be put in a photo album as they leave the program, displayed on walls to show others, etc.



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Credits

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For additional support and information:

www.MyBabysFirstTeacher.com

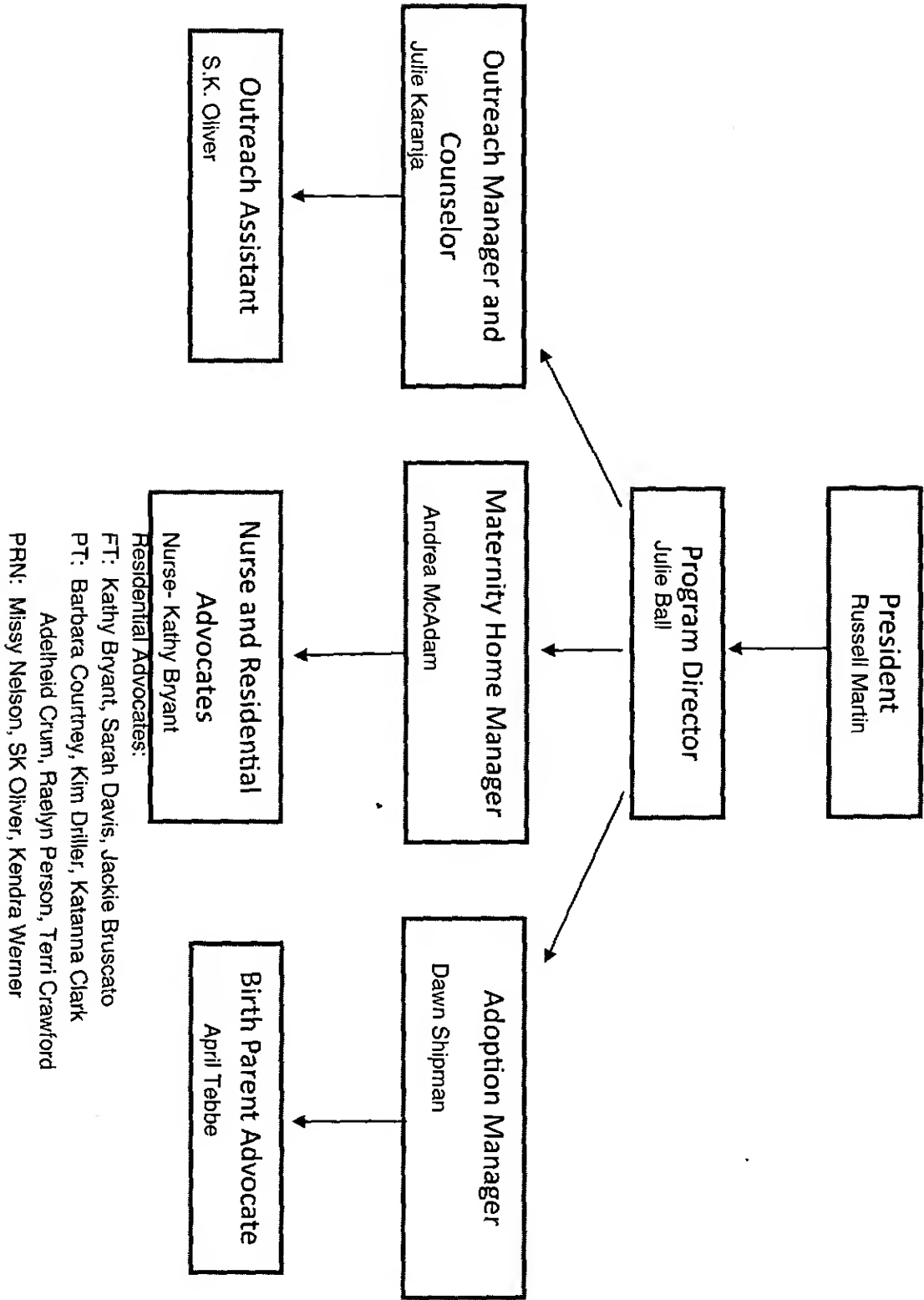
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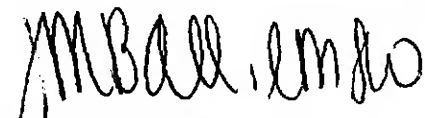
To Whom it May Concern

Please accept these documents as left out in our original binder submission a few days ago. There was a miscommunication among staff and the required copies and flash drive were not included. They are now included in this package.

My humblest apologies for this oversight.

If you have any comments, questions or concerns, please contact me directly. Julie Ball, Program Director at The LIGHT House via email julieb.lighthouse@mbch.org or on my cell 913-669-7683.

Again my sincere apologies,

A handwritten signature in black ink, appearing to read 'Julie Ball, LMSW'.

Julie Ball, LMSW

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